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ABSTRACT

Central Michigan University has been operating an external degree program for the Honolulu Model Cities Program since February 1972. The Institute for Personal and Career Development (IPCD) is the component that extends the goals of the program--equal access to education for personal enrichment, career alternatives, and increased upward mobility--beyond the physical campus of the university. Some of the innovations used in the Model Cities Program are (1) translating career and life experiences into academic credit; (2) providing flexible instructional, curricular, and scheduling patterns; (3) contracting for tailored programs through an individualized counseling approach; (4) providing for wider use of work-study experiences and independent study, and developing other forms of individualized study such as learning packages; (5) eliminating campus residence requirements; and (6) providing realistic transfer policies. This report is compiled in ten separate sections. The first five sections depict the individual student's position within the total program since it started. The remaining sections provide information on the course schedules, staff, faculty, advisory board members, bylaws, contract, programs, and curriculum. The final section is an article by Dr. Melvin Wachs, entitled "HUD's 'University without Walls': A little Publicized Innovation." (Author/MLF)

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HONOLULU MODEL CITIES

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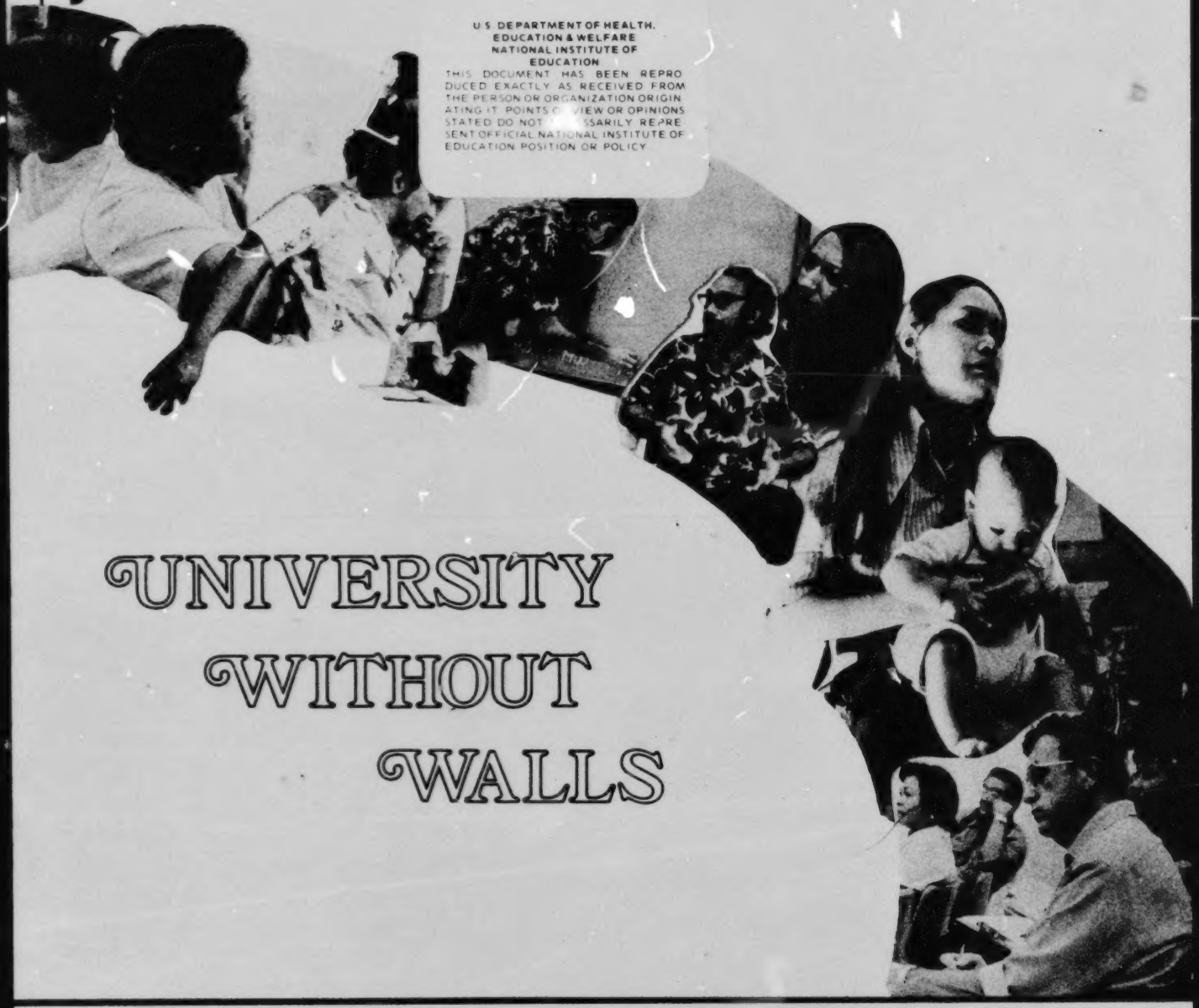

# UNIVERSITY WITHOUT WALLS

EA 007 224

by Central Michigan University

Our rapidly changing, increasingly complex world demands that we must continue to be a "learning society." If our community is to prosper, we must provide viable modes of continuing education ofr our working, adult population. Classes must be offered where the students are, and when their family and job responsibilities permit. And the curriculum must present opportunities for personal enrichment and career alternatives. That training must recognize the educational value already obtained through life and work experience.

By enabling many residents to obtain college degrees who would otherwise be denied this valuable opportunity to improve their lifestyles, the project is a proven success and must be continued. -Frank F. Fasi, Mayor
City and County of Honolulu

Plurality in human values should be inseparable from diversity in educational choices. University Without Walls provides for needed alternatives in higher education. -Dr. Walter Nunokawa, Dean
College of Continuing Education, University of Hawaii

We were delighted to participate in the Model Cities program because we feel that these areas in the community have been neglected far too long.
-Dr. John Yantis, Director
Institute for Personal and Career Development

I was glad to see the results--the BA recipients--and as a participant myself, I hope to join them soon. -Henry Loo
Kalihi-Palama Human Service Task Force

Concentrated, intensive courses are held in Kalihi-Palama and Waianae-Nanakuli at times convenient to the needs of the students. The highest academic standards and educational technologies are always incorporated. Since credit is given for life and work experience, students are spared needless course repetition.

Getting my degree means being able to discuss and share what I've learned with my family, friends, and co-workers. It means being able to intelligently voice an opinion. It means being able to compete.
-Ruth Boggs
Born in Kalihi to a family of 20.
Today a working mother, with a BS degree.

This program has taught me to identify and relate to life experiences which formerly were nameless. Four of my youngsters are in college, and now I can advise them on most of their subjects. The program has better prepared me to fulfill my destiny. -John Leonida, Jr.
A working father, with a BS degree.

OFFICE OF THE MAYOR
**CITY AND COUNTY OF HONOLULU**
HONOLULU, HAWAII 96813 • AREA CODE 808 • 523-7561

FRANK F. FASI
MAYOR

June 20, 1974

Mr. Christ P. Zivalich
Program Manager
Institute for Personal and
Career Development
Central Michigan University
2828 Paa Street
Honolulu, Hawaii 96819

Dear Mr. Zivalich:

It was a pleasure for me to participate in the Central Michigan University commencement exercises. The feeling of achievement and dedication to the future which was present in Honolulu Hale Courtyard on that day was impressive.

I know that you must feel real satisfaction in your accomplishment with these and former graduates of our University Without Walls program. The Central Michigan University degree opens important new horizons for each of the graduates and their families.

I wish to compliment you also on the grace and dignity with which the ceremonies were conducted.

Warm personal regards.

Sincerely,

FRANK F. FASI, Mayor
City and County of Honolulu

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HONOLULU MODEL CITIES "UNIVERSITY WITHOUT WALLS" PROJECT - REPORT FOR PERIOD FEBRUARY 1972 TO JUNE 30, 1974 BY CENTRAL MICHIGAN UNIVERSITY'S HONOLULU REGIONAL CENTER

Equal access to education for personal enrichment, career alternatives and increased upward mobility are major goals of Central Michigan University. The Institute for Personal and Career Development (IPCD) is the component which extends those goals beyond the physical campus of the University. It offers an educational opportunity to all who are qualified to benefit, but who cannot do so through traditional methods because of job or personal circumstances. The Institute has combined the University's high academic standards with innovative teaching technologies and strategies in the Honolulu Model Cities Program. Some of the innovations used in the Model Cities Program were:

1). Translating career and life experiences into academic credit.
2). Providing flexible instructional, curricular, and scheduling patterns.
3). Contracting for tailored programs through an individualized counseling approach.
4). Providing for wider use of work-study experiences, independent study, and developing other forms of individualized study such as learning packages.
5). Eliminating campus residence requirements.
6). Providing realistic transfer policies.

The IPCD, as the University's operating component responsible for extending the University's goals beyond the campus, has been operating an external degree "UWW" program for the Honolulu Model Cities Program since February 1972. All of the strategies and innovations mentioned above have been integrated into the "UWW" program for the Honolulu Model Cities residents. This is an on-going "real-time" external degree "UWW" program operated by the CMU-IPCD regional center for the residents of the Kalihi-Palama and the Waianae-Nanakuli model neighborhood areas. This report is about people; the people who have participated in the program, and who have contributed to the program's successes.

A number of Institute personnel provided very valuable assistance to the IPCD-CMU regional center staff during their visits in FY 1974 to the Honolulu program. Dr. John T. Yantis, Director of the IPCD, met with the counselors and faculty during his two visits to Honolulu. During his first visit in November 1973, he met with the Waianae resident task force on education and in January 1974, he awarded the CMU degrees in the commencement ceremony held at Schofield Barracks Officers' Club. He provided valuable information to the staff, counselors, and faculty concerning the importance of the counselor's role in the students' individual program. He also assisted in developing the Health-Care Administration Master of Arts degree in Management program which was subsequently started its first class in June 1974. Dr. Earl Mills was very helpful in the workshop he conducted for the staff, counselors, and faculty concerning the academic, administrative, and programmatic aspect of

the IPCD programs. He conferred the degrees during the commencement ceremony in June, which was held in the courtyard at Honolulu Hale (City Hall). The Honorable, Frank F. Fasi, Mayor, gave the commencement address. Dr. John Geisler, from the department of Counseling and Guidance, conducted a course in community counseling during June. The Model Cities residents who participated in the course have much aloha for Dr. Geisler. Dr. Melvin Wachs from HUD conducted a course in the Administration of National Government during the last two weeks in May which was extremely well received. The program would not have been as successful as it has been without the help of the IPCD home office staff members such as Richard Potter, Therese Thompson, Ruth Johnson, Diane Clark, Linda Adamson, Connie Bott, and Tom Frederick. The program support by the president, Dr. William Boyd, and the provost, Dr. Charles Ping, is greatly appreciated. To Drs. Ernie Minell, and Les Cochrane who were responsible for initially getting the University involved in the Honolulu Model Cities Program, we owe a debt of gratitude for their foresight. Finally, much aloha has to go to three people who started it all over here in Honolulu: Dr. Melvin Wachs of HUD, Dr. Milton Goldstein of CMU, and Mr. Bob Dye of the Office of Human Resources.

Central Michigan University's "University Without Walls" program has provided the Model Neighborhood Area residents of Kalihi-Palama and of Waianae-Nanakuli, the opportunity to increase their job mobility and employability through training and education. At least fourteen residents have obtained employment and eleven have received job promotions or pay raises as a result of participating in the program. (See Report of Model Cities Educational programs evaluation.) The "UWW" has afforded a great many residents of Honolulu Model Cities the opportunity to participate in a learning experience which has upgraded their skills, increased their competitiveness in the job market, provided them with skills to better cope within the community, and allowed them to pursue degree programs in their chosen field on the weekends and evenings.

The Institute's programs were designed to serve people such as Model Cities residents whose career and personal responsibilities had limited their access to education and who had been educationally disenfranchised because of economic circumstances, physical handicaps or other reasons such as geographic isolation. Courses and programs that built upon the Model Neighborhood Area residents' knowledge, ability, interests, and work and life experiences were offered through an individualized approach to counseling and career planning. Thirty-two (3 semester hour) courses were offered during the past year. Also, during the past year, about 50 (3 semester hour) independent studies were used by the MNA residents in the Model Cities program. These included such methodologies as readings, research, problem solving and special projects.

Five hundred and sixty-four adults have applied for admission to the Honolulu Model Cities program since February 1972. More than four hundred of the applicants have become actively involved through course work and developmental experience evaluation, as students in the CMU-Honolulu "UWW" program. Fourteen residents have completed the Recreation Aide Certificate Program while thirty-three have completed either the Bachelor of Arts or Master of Arts degree programs. The undergraduate degrees were in Community Development or Management and Supervision with such areas of specialization as Business Management, Office Management, Recreation Administration, Community Services, Personnel Management, Public Administration and Community Behavior. The graduate degrees

were in Community Leadership and Management and Supervision and the specializations were in such areas as Public Administration, Business Management, Educational Administration, Urban and Regional Planning, Community Services, and Day Care and Nursery School Administration.

There are 353 adult students who have completed course work with the CMU-Honolulu Model Cities Program. One hundred and sixty-two students have had their life and work, developmental experience (D.E.), evaluated and they have been granted academic credit toward their educational goals. Nineteen residents' applications for evaluation of their developmental experience are currently on campus and they are being evaluated. One hundred and seventy-two adult students who have taken courses with the CMU-Honolulu Model Cities Program have to send in their developmental experience forms for evaluation. The evaluation process normally takes from 6 to 8 weeks. Undergraduate students may be awarded up to 60 semester hours toward their educational goal while a graduate student may be awarded up to 10 semester hours of credit toward the graduate degree. The D.E. evaluation takes into consideration the individual's background experience and evaluates this information in terms of the formal kind of course work that could be related to the individual's life experience. A representation of this process and the outcome for one Model Cities resident is as follows:

Bachelor of Science Degree
(Community Development)

| | | |
|---|---|---|
| UNV 397...DEV EXP: | Intermediate Practices of Alcoholism Recovery | 6 Sem. Hours |
| UNV 397...DEV EXP: | Fundamental Theories of Social & Psychological Factors in Alcoholism | 3 Sem. Hours |
| UNV 397...DEV EXP: | Fundamental Practices in Suicide Prevention | 1 Sem. Hour |
| UNV 397...DEV EXP: | Fundamental Experiences in Cross Cultural Contacts | 3 Sem. Hours |
| UNV 397...DEV EXP: | Physical Education | 6 Sem. Hours |
| UNV 397...DEV EXP: | Fundamental Practices in Arts & Crafts | 1 Sem. Hour |
| UNV 397...DEV EXP: | Fundamental Studies of Traditional Hawaiian Culture & Language | 7 Sem. Hours |
| UNV 397...DEV EXP: | Advanced Practices of Popular Instrumental Music | 6 Sem. Hours |
| UNV 397...DEV EXP: | Advanced Practices of Popular Vocal Music | 6 Sem. Hours |
| UNV 397...DEV EXP: | Adv. Prac. of Popular Music Composition & Performance | 6 Sem. Hours |
| UNV 397...DEV EXP: | Fund. Prac. of Automotive Repair | 3 Sem. Hours |
| UNV 397...DEV EXP: | Adv. Theory & Prac. of Airplane & Flight Maintenance | 9 Sem. Hours |
| UNV 397...DEV EXP: | Inter. Prac. of Electrical System Inspection | 3 Sem. Hours |
| | Total | 60 Sem. Hours. |

The Counseling services have been available for individualized counseling all during the past year. Counselors are available for four days a week during the day and early evenings at the CMU regional office in Honolulu. One counselor is available one day a week in Waianae-Nanakuli at the W-N RPO (Resident Participation Office) for the residents of the Waianae Coast who are students in the program. (The Kalihi-Palama RPO is located in the same building as CMU.) Counseling is an integral part of the program and it consists of advising the student on his curriculum, assisting in developing the student's planning guide, assisting in credit transference from other accredited colleges and universities to the individual's program and assisting the student on integrating non-university training experiences and work experiences into the student's application for developmental experience. The program is not "chiseled in stone". If the student sees a course that appeals to him, but is not on his program, all he has to do is check with his counselor about substituting it.

Counseling sessions conducted with students in the Model Cities Program are considered an extremely important function of the students' over-all academic program. Counseling at CMU-Honolulu involves a continuing process and interaction of helping the students to assess their abilities, plan career goals and design individualized programs of study leading to their degrees. Students are assisted in targeting their academic learning and career developmental experience toward a particular degree specialty such as: Community Services, Public Administration, Pre-School Administration, Parks and Recreation, and other specialized options in IPCD degree programs.

Counseling offered during the first six months of the program equaled: 832 hours. Counseling offered during FY 1973 and FY 1974: 1,664 per year. Total counseling offered: 4,160 hours [derived as averaging 4 days per week counseling over 130 weeks of operations (FY '72 - 26 weeks, FY '73 - 52 weeks, FY '74 - 52 weeks) times 8 hours/day = 4,160.] The majority of the 130 to 140 hours per month of counseling were, in response to demand, concentrated on those students most active in the program. Many students received monthly, and some weekly, counseling throughout their program. Counseling required by undergraduate students was much greater and more demanding than for graduate students.

The CMU "UWW" Model Cities program has utilized many different physical facilities in the Model Neighborhood Areas (MNAs) and surrounding communities. We used the facilities of the City Demonstration Agency (CDA) Conference Room, Kalihi Library, Liliha Library, Kalihi-Palama Resident Participation Office (RPO) meeting room, Honolulu Community College, Kalihi-Palama Model Cities Education Center, Palama Settlement, Pearl City Library, Waipahu Library, Nanakuli Beach Park Pavilion, Lualualei Naval Ammunition Training Center, Waianae Library, Waianae High School, Leeward Community College, Waianae RPO conference room and the University of Hawaii. The classroom work was conducted on Fridays and Saturdays using different time modules. Initially, the classes were held for eight-hour sessions on Friday and Saturday for 2½ weekends. The Model Cities Employees were given job release time in order to attend classes on Fridays. During the early program stages, some courses were held on week nights and weekends for those MNA residents who could not obtain job release time to attend the Friday class sessions. During the fall semester 1973, a new scheduling model was initiated in which the section for those residents

who could not attend Friday classes attended the session on Sunday. This schedule subsequently evolved into the current model of courses being conducted on alternate weekends for three weekends. Two four-hour sessions are held on Fridays; the afternoon session for those students who are able to be released from work while the evening session is for those students who cannot get job release time. All of the students met for eight hours on Saturday. In this model, we have classes held every weekend in both of the MNAs. Independent study was also made available and more than fifty students participated in this method of independent work. This method of study will be encouraged for all students to participate in during the next 12 months.

In addition to the above sites, classes took fullest advantage of resources off-site in the community. For example, students in Public Health visited local hospitals, clinics, rehabilitation centers and even the public morgue. Students in Urban Geography logged hundreds of hours of field study as they carried out "hands-on" investigations into community areas such as: patterns of traffic circulation, noise levels from airport activities, surveys of client travel time at regional shopping centers, setbacks and side-yards in recent subdivisions, etc. Perhaps the prime example of such field experiences was the class trip to Kona and to parts of Oahu for in-person interactions with elements of the original Hawaiian culture, offered as part of the course work in Hawaiian History.

The visiting faculty, counselors, and staff are drawn, with very few exceptions, from the Honolulu Community. The faculty and the counselors were drawn from the educational institutions, business and governmental agencies located in the Honolulu Community. Some have been visiting faculty and faculty at the University of Hawaii, some faculty members from the Hawaii Pacific College, some from the Community Colleges, some from the Community Agencies such as the Susannah Wesley Foundation, and some from Businesses such as Planning and Consulting Companies, and some from the Armed Forces. In all, the instructors and counselors, we feel, were some of the very best in the Honolulu Community.

This report is compiled in ten separate sections. The first five sections depict the individual student's position within the total "UWW" program since it started in February 1972. It covers essentially those students who have completed their programs; estimated forecast of the student's requirements for FY 1975; recapitulation of program data; total past history of each student from February 1972 through June 1974; and the data concerning students who participated in FY 1974. The remaining sections provide information on the course schedules, CMU-Honolulu staff, counselors, faculty, CTP staff, advisory board members and by-laws, CMU-IPCD programs and curricula, contract, and HUD's "University Without Walls" article by Dr. Melvin Wachs. Most reports of this type are abstract and depersonalized because they tend to deal with people in terms of graphs, charts, and statistics. This report is about people and we are using names instead of numbers and charts in order to depict what has occured in the past thirty months and to forecast the next twelve months.

Section one is a list of Honolulu Model Cities adults who have completed a para-professional program, undergraduate program and graduate degree program. These adult students were awarded Recreation Aide Certificates, Bachelor of

Arts Degrees, and Master of Arts Degrees from Central Michigan University in June 1972, May 1973, August 1973, January 1974 and June 1974. The Recreation Aide Certificate program was an eighteen-semester hour work-study program which consisted of classroom and on-the-job education and training. The undergraduate degree program consisted of a minimum of 124 semester hours and the graduate degree program a minimum of 30 semester hours of graduate work. To these students, the CMU-Regional Office staff congratulates you upon your program completion and wishes you well with much aloha for your coming efforts and endeavors.

Section two is a forecast for FY 1975 listing of students from Kalihi-Palama, Waianae-Nanakuli, and Category IV who may be able to complete their respective degree programs by June 1975 and also those students who may be able to accumulate 100 or more semester hours of credit through the CMU "UWW" program conducted for the Honolulu Model Cities Program. There are 197 adult students who should have completed their programs or accumulated more than 100 semester hours of university level credit. The breakdown by MNA is as follows: 86 in Kalihi-Palama, 83 in Waianae-Nanakuli, and 28 in Category IV. Approximately 118 of these students should be able to complete their respective degree programs before the end of June 1975. The breakdown by MNA is as follows: 49 in Kalihi-Palama, 51 in Waianae-Nanakuli, and 18 Category IV students. These estimates are based on optimizing all conditions, i.e., developmental experience, transfer credit and course work for each individual listed.

The estimated forecast for developmental experience is for a total of 6,166 semester hours of credit to be awarded to the Model Cities students for their life and work experience. This total includes initial requests for D.E. and requests for re-evaluation of D.E. for those students who have increased their life and work experience since their first application for developmental experience. This can be accomplished if the individual students complete their respective applications for developmental experience.

A total of 4,527 semester hours of course work is required by this group of students in order for them to complete their program or to have more than 100 semester hours by the end of 1975. This requirement is distributed between three categories: 1,948 (S.H.) semester hours for Kalihi-Palama students, 1,887 (S.H.) for Waianae-Nanakuli students, and 692 (S.H.) for the Category IV students. The total of 4,527 (S.H.) required means that 1,509 (3 S.H.) units must be made available for the Model Cities Program. This can be accomplished by programming 36 - 40 (3 S.H.) courses, 100 to 150 (3 S.H.) independent studies, and 10 to 15 (15 S.H.) individualized study tracks.

The per unit cost of the semester hours that can be made available to the program using the estimated forecasted requirements specified in the preceding paragraphs is approximately $16.36 per credit hour, including textbooks. The figure is derived by adding the total class semester hours required (4,527 S.H.) to the total developmental experience credits evaluated (6,166 S.H.) for a total of 10,693 S.H. The contract for a total of $175,000.00 divided by the 10,693 S.H. will show a per unit cost of $16.36 per semester hour. If the forecasts are less (an example would be if a student applied for undergraduate D.E. credit and we had forecasted 60 S.H. and he only received 40 S.H.), then the per unit cost would rise correspondingly. The actual per unit cost will probably average

about $30.00 per semester hour of credit. However, $30.00 per semester hour of credit is economically sound since it does include all textbooks, related course materials and admission fees.

Section three is a statistical recapitulation of all data concerning the students and funding in the Honolulu Model Cities "University Without Walls" program. This data has been extracted and compressed from the data contained in the following sections of this report. This information indicates the extent in terms of numbers of adults who have chosen to participate in the program to varying degrees. The funding information consists of the total funding for the 2.5 years operation with an analysis of the per unit (credit) costs per student and the average numbers of students per class over this time period. The categories of personnel data are:

1). Application for admission - this is the total number of people who have applied for admission into the program.

2). D.E.'s submitted and returned - this is the total number of people who have submitted an application for evaluation of their life and work experience and which has been subsequently evaluated and returned.

3). D.E.'s in process - these are the applications which have been submitted and are in the process of being evaluated by the campus.

4). Students with some credits - these are students who have CMU earned credit and/or credit earned at another university or college.

5). Students with CMU credits - these are the students who have taken some course with CMU's program in Honolulu.

Sections 4 A, B, and C are the listings of all of the Kalihi-Palama, Waianae-Nanakuli, and Category IV residents who have participated in the Honolulu Model Cities "University Without Walls" program since it started in February 1972. This section includes all of the data pertaining to each individual who had completed an application for the program since February 1972 up to June 30, 1974. It includes the student's name; the category assigned (i.e., category I is an MNA resident employed by Model Cities, category II is an MNA resident currently active on Model Cities boards or task forces, category III includes all other MNA residents, and category IV are non-MNA residents); the degree sought; the credits received through evaluation of life and work experience; whether the D.E. application is in process of being evaluated; whether the student had not applied for D.E. evaluation; CMU credit hours accumulated in classroom/coursework; transfer credit from other institutions; and the total credits each student has as of the end of FY 1974.

A total of 11,604 semester hours (S.H.) of credit has been accumulated by these adult students toward their respective training/educational programs. Kalihi-Palama residents have received 5,274 semester hours of credit, Waianae-Nanakuli residents received 5,142 semester hours of credit, and the category IV students (non-MNA) received 1,238 semester hours of credit or 10% of the total (S.H.) credits received. The cost per semester hour of credit received was

$30.22 and this per unit cost included textbooks and admission fees and other related costs. The average number of students per class was 25.62. Independent studies are included in the average since by deleting them the average over the 30 month time frame would not change significantly. The average number of students per class in FY 1974 was 33.5 (32 classes).

The average D.E. credit received per student was 20.38 semester hours. This was distributed in the following manner: Kalihi-Palama 19.63 hours, Waianae-Nanakuli 20.67 semester hours, and category IV 28.90 semester hours. This could be further refined to show the distribution for the graduate and undergraduate students. Since graduate students can only receive up to 10 semester hours of D.E. and undergraduate students can receive up to 60 semester hours of D.E., a distribution segregating these two classes show a rise in the median for undergraduates (to 24.82 S.H.) and a median for graduates of 7.27 semester hours.

The overall average (for 2.5 years) of semester hours (S.H.) of class/course work received per student is 18.65 (S.H.). The average for Kalihi-Palama is 20.72 (S.H.), Waianae-Nanakuli is 19.02 (S.H.), and category IV is 12.56 (S.H.). The average would change if the data for one class of students was suppressed, i.e., graduate data suppressed while undergraduate data was being processed. In this instance, the average for undergraduates would rise. Also, it must be noted that the average number of students per class has been 25.62 over 2.5 years, which indicates that many students have participated in the program over the 30 month period to varying degrees. The average of (S.H.) course work per student for FY 1974 is 17.14 S.H. of credit. At this rate, the average for 2.5 years would be 42.55 S.H.

Section five is a compilation of the students and the courses and other academic work they have taken during FY 1974. It includes Kalihi-Palama and Waianae-Nanakuli residents who are students and the category IV personnel who are participating in the Honolulu Model Cities "University Without Walls" program. This section includes all of the data pertaining to each individual who had actively particpated in class/course work during the past year. It does not include those individuals who have applied for admission but who have not participated in course work or those who had their developmental experience (D.E.) evaluated but who also had not participated in class/course work.

The contract for FY 1974 called for CMU to make available 30 (3 S.H.) courses; 100 (3 S.H.) independent studies; trained counselors to counsel participants; textbooks and course materials; provide each student who applies for an evaluation of their developmental experience; and to provide an end-of the year report summarizing the status of all enrollees as of June 30, 1974. Central Michigan University made available thirty-two courses of (3 S.H.) each and 100 (3 S.H.) independent studies options. A total of 3,417 semester hours of credit were generated in FY 1974. The breakdown is as follows: (a) completion (2,916 S.H.); (b) incompletes (327 S.H.); (c) independent studies (150 S.H.); and (d) audits (15 S.H.). 432 S.H. were due to withdrawals and failures. 572 (S.H.) were awarded to those personnel who applied for D.E. evaluation.

A total of 3,000 S.H. of coursework was to be generated according to the terms of the contract. The performance was exceeded by 840 S.H. of credit including withdrawals and failures. The figure which includes audits and incompletes is

3,417 S.H. or 417 S.H. over the performance of the terms of the contract. This can be considered as 14 (30 S.H.) one-year scholarships for 14 Model Cities students.

Section six is the list of CMU courses that were offered from February 1972 through to June 30, 1974. Included are the course number, course title, semester hours, instructor's name, dates the courses were offered and the location. The courses offered in the Honolulu Model Cities program are selected on the basis of fulfilling the students' needs. These needs are derived from the students interacting with the CMU counselors and from the meetings held with the Comprehensive Training Program (CTP) staff, the Model Cities CTP/CMU advisory board, and the Model Cities student council.

Section seven is the CMU Honolulu Regional Office staff including personnel in the Army's Schofield Barracks Graduate Degree Program in Public Administration, Community Services, and the Tripler Army Medical Center program in Health Care Administration. Included in this section are the personnel of the Model Cities Comprehensive Training Program (CTP) staff and the members of the Model Cities CTP/CMU Advisory Board. This section also includes a listing of the CMU Honolulu faculty members and counselors who participated in the Honolulu Model Cities Program.

Section eight consists of the By-Laws of the Comprehensive Training Program Advisory Board. The purpose and objectives are:

1) to insure resident participation in implementing a training program designed to provide sufficient education to make Model Neighborhood Areas (MNA) residents educationally competitive on the job market in a career of their choice.

2) to organize and operate exclusively for educational purposes.

Also included in this section are the minutes of the Advisory Board meeting held July 31, 1974. These minutes are included since they are illustrative of the work being done by the Advisory Board.

Section nine explains the Institute for Personal and Career Development (IPCD) programs and its philosophy of providing educational opportunities to those people who for many reasons have had their opportunities for post secondary education closed. Included in this section are a listing of the various options available under the IPCD degree programs and the Curriculum Guidelines which were developed by CMU's IPCD for the Master of Arts Programs in Community Leadership and Management and Supervision and the Curriculum Guidelines for the Bachelor of Science/Arts degree in Community Development and Management and Supervision. The degree requirements for the Bachelor of Science/Arts degree is 124 semester hours of which 50 semester hours are in General Education and 30-74 semester hours in the Area of Concentration. The student must demonstrate specific competencies which are inherent in the particular area of field of study in which he/she is pursuing. The same philosopy holds true for the student studying for the Master of Arts degree. The graduate student must be able to demonstrate competencies in the area in which he or she is pursuing in order to meet his or her degree requirements.

Section ten is (A) the Contract for Services Agreement between the Research Corporation of the University of Hawaii (RCUH) and Central Michigan University (CMU) and (B) the complete text of Dr. Melvin Wach's speech to the California State College system which was presented in February 1972. Dr.Wachs, who is HUD's Senior Program Officer, was one of the architects of the "UWW" program which has been "on-line" in the Honolulu Model Cities since February 1972. The text, in its entirety, is included because it clearly developes the rationale for the "UWW"; describes the program very succinctly, including the educational and administrative aspects of a program of this nature.

The contract with the Research Corporation of the University of Hawaii (RCUH) required that Central Michigan University (CMU) make available 30 courses each, giving 3 semester hours of credit with the class size not to be larger than 30 students. 100 independent studies of 3 semester hours each were included in the contract. CMU was required to provide textbooks, counselors, and an evaluation of the students' past academic and work experiences. The program was initially designed to provide this training for 150 model neighborhood area (MNA) residents with priority being given to residents employed by Model Cities. Four categories or priorities were established by the Model Cities operating agency (CTP) which has been continued with the current contract with RCUH. These categories are: I - MNA residents employed in Model Cities projects; II - MNA residents currently active on Model Cities residents' boards; III - all other MNA residents; and IV - non-MNA residents.

CMU made available to the MNA residents through the Comprehensive Training Program a range of 16,050 to 25,000 semester hours of credit during the three contracting periods since February 1972 (two contracts and one amendment). 75 courses were made available during this period or 5 more than the contracts called for. CMU made 7,050 semester hours of credit available through course work and independent studies [75 x 30 students x 3 semester hours + 100 (3 S.H.) independent studies = 7,050 semester hours]. The class size was increased to 35 students in order to accommodate more residents and to try to average out the course attendance as close to 30 as possible. There was a range of from 9,000 - 18,000 semester hours of credit made available through evaluation of the students' life and work experiences. An undergraduate student could be granted up to 60 semester hours of developmental experience credit. The range of 9,000 to 18,000 semester hours is derived from a population of 150 - 300, each receiving the maximum of 60 semester hours of credit.

Although the program was designed for undergraduates or personnel without professional training, the program was flexible enough to permit some students who already had an undergraduate degree to pursue some graduate studies. The graduate students could be awarded up to 10 semester hours of credit for their life and work experience provided that the experience related to their educational goal. The average credit hours received for the developmental experience for graduate students was 7.27 semester hours of credit. This was 269 semester hours of credit for 37 students. The average credit received for developmental experience by undergraduate students was 24.82 semester hours of credit. This was 3,103 semester hours of credit for 125 students. There was a total of 3,372 semester hours of credit for 163 students' life and work experience. The D.E. of 3,372 semester hours and the 7,050 semester hours for 75 courses and 100 independent studies made for a total of 10,422 semester

hours of credit available at a cost of about $30.00 per semester hour. The $30.00 per semester hour includes all of the textbooks, D.E. evaluation and processing, and program administration.

This report cannot hope to cover all of the aspects of a very complex and human oriented educational program. It is an outstanding academic program which is providing access to education for people who are not able to attend the traditional college or university. Some had not been able to attend the traditional institutions because of their work, some because they felt culturally deprived, some because they were dispossessed, and some because they felt that they were not qualified. Open enrollment for Model Cities residents was a reality and not rehtoric. Essentially, the report concerns people. Many people spent a lot of time and effort to make this program a success. The Office of Human Resources, expecially Mr. Robert Dye, Director; Mr. Dewey Allen, Deputy Director; Mr. Horace Maclaren and Mr. Clem Haunio, administrative division, who were responsible for the program's approval; the members of the City Demonstration Agency (CDA) staff who supported the program; the CMU staff in the Honolulu office, especially Ms. Linda Ching and Ms. Ann Sakima; the Comprehensive Training Program (CT) staff, Mrs. Marion Dunning and Mrs. Alohalani Pang, the Resident Participation Organization (RPO), especially Mrs. Irene Fujimoto (Kalihi-Palama) and Mr. Henry Peters (Waianae-Nanakuli); the Project Advisory Board members; the Student Council; other Model Cities Projects; the U.H.'s College of Continuing Education, especially Dr. Fred Mayer; the RCUH and many others who supported the residents in order to make this program a success. I want to take this opportunity to say "Mahalo" to all of the people who are involved in this innovative educational effort.

A special "mahalo" and "well done" go to Ann Sakima, Linda Ching, JoAnn Gondo, Harriet Miyasaki, Lina Agbayani, and Virginia Ching for typing, assembling, editing and proofing this report so that it could be printed and distributed in a timely manner. Any errors, however, are mine.

Christ P. Zivalich, Jr.,
Program Manager
Hawaii Regional Center

Honolulu, Hawaii
August 1974

## Section I

Students Who Have Completed and Received Their Degrees or Certificates, February 1972 - June 1974

CMU - HONOLULU MODEL CITIES GRADUATES
(Spring 1972 - Spring 1974)

| | NAME | DEGREE | SPECIALIZATION | DATE |
|---|---|---|---|---|
| 1. | Balicanta, Antonia V. | M.A. | Educational Administration | December 1973 |
| 2. | Bing, Robert N., Jr. | B.A. | Business Management | May 1974 |
| 3. | Boggs, Ruth | B.A. | Office Management | December 1973 |
| 4. | Collins, Robert J. | B.A. | Recreation | May 1973 |
| 5. | Czechowicz, Lesley I. | M.A. | Educational Administration | May 1974 |
| 6. | Czechowicz, Paul G. | M.A. | Educational Administration | May 1974 |
| 7. | Ekberg, Margaret | M.A. | Urban & Regional Planning | December 1973 |
| 8. | Felipe, Florida | B.A. | Elementary Education | May 1974 |
| 9. | Hemmings, Mark B. | M.A. | Human Dynamics in the Community Envorinment | December 1973 |
| 10. | Hidalgo, Fay M. | B.A. | Community Behavior | December 1973 |
| 11. | Hoapili, Barbara | M.A. | Community Services | May 1974 |
| 12. | Iwai, Gary Y. | M.A. | Business Management | May 1974 |
| 13. | Kashimoto, Kalvin K. | M.A. | Public Administration | September 1973 |
| 14. | Kelly, Karen G. | M.A. | Educational Administration | December 1973 |
| 15. | Kimura, Nora N. | M.A. | Public Administration | December 1973 |
| 16. | Leapaga, Lala K. | B.A. | Public Administration | December 1973 |
| 17. | Leonida, John P., Jr. | B.A. | Business Management | December 1973 |
| 18. | Lim, Grace D. | M.A. | Human Dynamics in the Community Environment | December 1973 |
| 19. | Loo, Abraham S. | M.A. | Public Administration | December 1973 |
| 20. | Loving, Floyd C. | B.A. | Public Administration | May 1974 |
| 21. | North, James E. | B.A. | Personnel Management | May 1974 |
| 22. | Okahashi, Martha | B.A. | Management | May 1974 |
| 23. | Okimoto, Donald | M.A. | Business Management | December 1973 |
| 24. | Pasadaba, Abraham | B.A. | Community Services | December 1973 |

| | NAME | DEGREE | SPECIALIZATION | DATE |
|---|---|---|---|---|
| 25. | Parks, Madeline M. | M.A. | Educational Administration | December 1973 |
| 26. | Rautenberg, Virginia | M.A. | Community Services | May 1973 |
| 27. | Roxburgh, Harriet E. | M.A. | Day Care & Nursery School Administration | December 1973 |
| 28. | Saludez, Josefina S. | B.A. | Special Education | December 1973 |
| 29. | Shimabuku, Sue H. | B.A. | Community Services | May 1974 |
| 30. | Sokugawa, Raymond K. | M.A. | Government Finance | September 1973 |
| 31. | Timas, Amy G. | B.A. | Community Services | May 1974 |
| 32. | Uemura, Diane S. | B.A. | Urban Affairs | December 1973 |
| 33. | Wong, Vernon | M.A. | Public Administration | September 1973 |

## RECREATION AIDE CERTIFICATES

| | NAME | DATE |
|---|---|---|
| 1. | Chong, Corrine | May 1972 |
| 2. | Collins, Robert J. | May 1972 |
| 3. | Cup Choy, Gwyn | May 1972 |
| 4. | Enos, Eric | May 1972 |
| 5. | Gaspang, Alan | May 1972 |
| 6. | Haumea, Abraham | May 1972 |
| 7. | Jacobe, Stephen | May 1972 |
| 8. | Kahawai, Albert | May 1972 |
| 9. | Kahuanui, Andersen | May 1972 |
| 10. | Kawainui, Richard | May 1972 |
| 11. | Kekoa, Loretta | May 1972 |
| 12. | Kepaa, Vernon | May 1972 |
| 13. | Naki, Christian | May 1972 |
| 14. | Tinao, Charleen | May 1972 |

## Section II

Students Who Are Expected to Complete Their Degree Requirements by June 1975 and Those Students Who Will Have Accumulated 100 or More Semester Hours Of Credit by June 1975

| NAME | MNA & Category | Degree Sought | LOCATION | | | EVALUATION | | | TOTALS TO DATE | | | | | PROJECTION (Est) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | D.E. Credit Received | CMC Credits (Sem. Hrs) | Transfer Credits (Sem. Hrs.) | Total Credits to June 30, 1974 | | D.E. Credits (Sem. Hrs.) | CMC Credits (Sem. Hrs.) | Total Credits to June 30, 1975 | |
| 1. Adams, Elaine | KP-1 | M.A. | | | X | | | 0 | 21 | 0 | 21 | | 10 | 11 | 42 | |
| 2. Afaga, Susana | KP-1 | B.A. | | | X | | | 0 | 0 | 28 | 28 | | 60 | 30 | 118 | |
| 3. Akamine, Charles | KP-1 | B.A. | | | X | | | 0 | 0 | 11 | 11 | | 60 | 30 | 101 | |
| 4. Akana, Paul | KP-2 | B.A. | | | X | | | 0 | 45 | 0 | 45 | | 46 | 33 | 124 | |
| 5. Akim, Hazel | KP-1 | B.A. | | X | | | | 0 | 32 | 0 | 32 | | 60 | 32 | 124 | |
| 6. Akima, Octavia | KP-1 | B.A. | | X | | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 7. Alo, Marisa | KP-1 | B.A. | | X | | | | 0 | 3 | 14 | 17 | | 60 | 30 | 107 | |
| 8. Arakaki, Pauline | KP-1 | B.A. | | | | X | | 15 | 75 | 0 | 90 | | 4 | 30 | 124 | |
| 9. Belmonte, Helen | KP-1 | M.A. | | | | X | | 6 | 0 | 0 | 6 | | 4 | 21 | 31 | |
| 10. Borja, Juan | KP-3 | B.A. | | X | | | | 0 | 36 | 0 | 36 | | 58 | 30 | 124 | |
| 11. Calicdan, Maria | KP-1 | B.A. | | X | | | | 0 | 33 | 0 | 33 | | 60 | 31 | 124 | |
| 12. Castanares, Elizabeth | KP-1 | B.A. | | | | | | 52 | 66 | 3 | 121 | | 0 | 3 | 124 | |
| 13. Choo, Charles | KP-1 | B.A. | | X | | | | 0 | 30 | 0 | 30 | | 60 | 34 | 124 | |
| 14. Christian, Johnrae | KP-1 | M.A. | | | | X | | 3 | 3 | 0 | 6 | | 7 | 21 | 34 | |
| 15. Chung, Sylvia | KP-1 | B.A. | | | | X | | 7 | 0 | 79 | 86 | | 38 | 0 | 124 | |
| 16. Cruz, Julia | KP-1 | M.A. | | | X | | | 0 | 3 | 0 | 3 | | 10 | 18 | 31 | |
| 17. Cummings, Chiyoko | KP-3 | B.A. | | | X | | | 0 | 24 | 29 | 53 | | 41 | 30 | 124 | |
| 18. Cummings, Jacob | KP-3 | B.A. | | | X | | | 0 | 21 | 0 | 21 | | 60 | 30 | 111 | |

(17)

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | | | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30,1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19. Davis, Marion | KP-3 | B.A. | | | X | | | 0 | 15 | 56 | 71 | | 23 | 30 | 124 | |
| 20. Douthit, Dorothy | KP-1 | M.A. | | | | X | | 8 | 12 | 0 | 20 | | 2 | 9 | 31 | |
| 21. Dryer, Caridad | KP-1 | B.A. | | | X | | | 0 | 45 | 15 | 60 | | 34 | 30 | 124 | |
| 22. Duff, Violet | KP-1 | B.A. | | | | X | | 46 | 54 | 21 | 121 | | 3 | 0 | 124 | |
| 23. Duyao, Josefina | KP-1 | M.A. | | | | | | 8 | 6 | 0 | 14 | | 2 | 18 | 34 | |
| 24. Enos, May | KP-1 | B.A. | | | | X | | 21 | 12 | 0 | 33 | | 39 | 30 | 112 | |
| 25. Fujikane, Wayne | KP-1 | M.A. | | | X | | | 0 | 5 | 0 | 5 | | 10 | 18 | 33 | |
| 26. Fujioka, Myrtle | KP-3 | M.A. | | | X | | | 0 | 9 | 6 | 15 | | 10 | 15 | 40 | |
| 27. Fukino, Julia | KP-3 | M.A. | | | X | | | 0 | 18 | 0 | 18 | | 10 | 3 | 31 | |
| 28. Funakoshi, Daniel | KP-3 | B.A. | | | X | | | 0 | 27 | 0 | 27 | | 60 | 30 | 117 | |
| 29. Gamurot, Josephine | KP-1 | B.A. | | | | X | | 17 | 42 | 0 | 59 | | 35 | 30 | 124 | |
| 30. Gaspang, Alan | KP-1 | B.A. | | | X | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 31. Gilmore, Ella | KP-3 | B.A. | | | X | | | 0 | 18 | 100 | 118 | | 0 | 12 | 130 | |
| 32. Goo, Vincent | KP-3 | B.A. | | | X | | | 0 | 9 | 16 | 25 | | 60 | 30 | 115 | |
| 33. Hall, Carolyn | KP-1 | M.A. | | | X | | | 0 | 21 | 0 | 21 | | 0 | 12 | 33 | |
| 34. Hall, Michael | KP-1 | B.A. | | | | X | | 11 | 36 | 0 | 47 | | 47 | 30 | 124 | |
| 35. Haumea, Abraham | KP-1 | B.A. | | | | X | | 12 | 18 | 0 | 30 | | 48 | 30 | 108 | |
| 36. Jacobe, Jeanette | KP-1 | B.A. | | | X | | | 0 | 11 | 0 | 11 | | 60 | 30 | 101 | |

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | | | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30, 1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 37. Jacobe, Stephen | KP-1 | B.A. | | | X | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 38. Jhoo, Virgil | KP-2 | B.A. | | | X | | | 0 | 21 | 0 | 21 | | 60 | 30 | 111 | |
| 39. Kahaleiwi, Roweena | KP-1 | B.A. | | | | | | 35 | 57 | 20 | 112 | | 0 | 12 | 124 | |
| 40. Kahawai, Albert | KP-1 | B.A. | | | X | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 41. Kahuanui, Anderson | KP-1 | B.A. | | X | | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 42. Kawainiu, Richard | KP-1 | B.A. | | | X | | | 0 | 18 | 0 | 18 | | 60 | 30 | 108 | |
| 43. Kaya, George | KP-1 | B.A. | | | | X | | 44 | 15 | 0 | 59 | | 16 | 30 | 105 | |
| 44. Kinney, Monta | KP-2 | B.A. | | | | X | | 12 | 21 | 0 | 33 | | 48 | 30 | 114 | |
| 45. Kwock, Jennie | KP-3 | B.A. | | X | | | | 0 | 12 | 0 | 12 | | 60 | 30 | 102 | |
| 46. Lee, Howard | KP-1 | B.A. | | | | X | | 8 | 12 | 0 | 20 | | 52 | 30 | 102 | |
| 47. Loo, Henry | KP-2 | M.A. | | | | | | 10 | 27 | 0 | 37 | | 0 | 0 | 37 | |
| 48. Lucas, William | KP-3 | B.A. | | | | X | | 29 | 12 | 0 | 41 | | 31 | 30 | 102 | |
| 49. Maedo, Lynne | KP-2 | B.A. | | | | X | | 15 | 3 | 59 | 77 | | 14 | 30 | 124 | |
| 50. Medina, Revocato | KP-2 | M.A. | | | | | | 10 | 0 | 0 | 10 | | 0 | 21 | 31 | |
| 51. Mishima, Gloria | KP-1 | B.A. | | | | | | 32 | 0 | 64 | 96 | | 0 | 30 | 126 | |
| 52. Misipeka, Iolani | KP-1 | M.A. | | | | | | 5 | 21 | 6 | 32 | | 0 | 0 | 32 | |
| 53. Montervon, Maile | KP-1 | B.A. | | | X | | | 0 | 12 | 0 | 12 | | 60 | 30 | 102 | |
| 54. Murakawa, Alvina | KP-1 | B.A. | | | | X | | 8 | 0 | 58 | 66 | | 22 | 30 | 118 | |

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30,1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55. McDonald, Norma | KP-3 | M.A. | | | | 10 | 8 | 0 | 18 | | 0 | 18 | 36 | |
| 56. McGee, Terrence | KP-3 | B.A. | | | X | 27 | 9 | 3 | 39 | | 33 | 30 | 102 | |
| 57. McGreevy, Robert | KP-1 | B.A. | | | X | 38 | 12 | 30 | 80 | | 14 | 30 | 124 | |
| 58. McKee, Miriam | KP-1 | B.A. | | | X | 14 | 48 | 0 | 62 | | 3 | 30 | 124 | |
| 59. Nagashima, William | KP-1 | M.A. | | X | | 0 | 0 | 6 | 6 | | 10 | 15 | 31 | |
| 60. Nishihara, Elaine | KP-1 | M.A. | | | | 9 | 21 | 0 | 30 | | 0 | 12 | 42 | |
| 61. Omokawa, Jenny | KP-1 | M.A. | | | | 7 | 12 | 0 | 19 | | 0 | 12 | 31 | |
| 62. O'Neill, Vincent | KP-1 | M.A. | | | | 10 | 11 | 5 | 26 | | 0 | 6 | 32 | |
| 63. Ota, James | KP-1 | B.A. | | | X | 9 | 54 | 0 | 63 | | 31 | 30 | 124 | |
| 64. Piko, Sophie | KP-2 | B.A. | | | X | 35 | 21 | 0 | 56 | | 25 | 30 | 111 | |
| 65. Pune, Aloma | KP-1 | B.A. | | X | | 0 | 21 | 0 | 21 | | 60 | 30 | 111 | |
| 66. Roquiero, Sherman | KP-1 | M.A. | | | | 7 | 3 | 0 | 10 | | 0 | 21 | 31 | |
| 67. Sang, Joyce | KP-1 | B.A. | | | X | 8 | 12 | 0 | 20 | | 52 | 30 | 102 | |
| 68. Santiago, Esther | KP-3 | B.A. | | X | | 0 | 12 | 0 | 12 | | 60 | 30 | 102 | |
| 69. Seward, Anne | KP-1 | B.A. | | X | | 0 | 51 | 0 | 51 | | 43 | 30 | 124 | |
| 70. Siania, Punefu | KP-1 | B.A. | | | | 33 | 36 | 34 | 103 | | 0 | 21 | 124 | |
| 71. Stone, Avery | KP-3 | B.A. | | X | | 0 | 27 | 0 | 27 | | 60 | 30 | 117 | |
| 72. Tanida, Miyoko | KP-3 | B.A. | | X | | 0 | 15 | 0 | 15 | | 60 | 30 | 105 | |

| NAME | LOCATION | | EVALUATION | | | TOTALS TO DATE | | | | PROJECTION (1st) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Program Category | Degree Sought | Evaluation in Process | Needs to Apply for Evaluation | Needs to Apply for Re-evaluation | U.S. Credit Received (Sem. Hrs.) | CMU Credits (Sem. Hrs.) | Transfer Credits (Sem. Hrs.) | Total Credits to June 30, 1974 | U.S. Credits (Sem. Hrs.) | CMU Credits (Sem. Hrs.) | Total Credits to June 30, 1975 |
| 73. Tilitile, Rosalina | KP-1 | M.A. | X | | | 0 | 6 | 0 | 6 | 10 | 18 | 34 |
| 74. Tinao, Charlene | KP-1 | B.A. | X | | | 0 | 18 | 0 | 18 | 60 | 30 | 108 |
| 75. Tinoga, Colleen | KP-2 | B.A. | X | | | 0 | 54 | 0 | 54 | 40 | 30 | 124 |
| 76. Torres, William | KP-1 | B.A. | | X | | 15 | 0 | 30 | 45 | 45 | 30 | 120 |
| 77. Waihee III, John | KP-1 | M.A. | X | | | 0 | 24 | 4½ | 28½ | 0 | 3 | 31½ |
| 78. Yamashiro, Myron | KP-1 | M.A. | X | | | 0 | 27 | 3 | 30 | 0 | 3 | 33 |
| 79. Carroll, Paulett | KP-1 | M.A. | | X | | 3 | 18 | 3 | 24 | 0 | 15 | 39 |
| 80. *Boggs, Ruth | KP-1 | M.A. | X | | | 0 | 21 | 0 | 21 | 3 | 6 | 30 |
| 81. *Hidalgo, Fay | KP-1 | M.A. | X | | | 0 | 18 | 0 | 18 | 3 | 9 | 30 |
| 82. *Okahashi, Martha | KP-3 | M.A. | X | | | 0 | 0 | 0 | 0 | 10 | 21 | 31 |
| 83. *Pasadaba, Abraham | KP-1 | M.A. | X | | | 0 | 18 | 0 | 18 | 3 | 9 | 30 |
| 84. *Shimabuku, Hatsue | KP-1 | M.A. | X | | | 0 | 0 | 0 | 0 | 10 | 21 | 31 |
| 85. *Timas, Amy | KP-1 | M.A. | X | | | 0 | 3 | 0 | 3 | 7 | 21 | 31 |
| 86. *Uemura, Diane | KP-1 | M.A. | X | | | 0 | 0 | 0 | 0 | 10 | 21 | 31 |

*Students who have received BA/BS degrees from CMU-Hawaii and are now MA candidates.

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30, 1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Allen, Kathi[illegible] | WN-1 | B.A. | | | X | | | 0 | 48 | 0 | 48 | | 46 | 30 | 124 | |
| 2. Apo, Margaret | WN-1 | B.A. | | | X | | | 0 | 42 | 18 | 60 | | 34 | 30 | 124 | |
| 3. Arbeit, William | WN-1 | M.A. | | | | | | 9 | 24 | 12 | 45 | | 0 | 0 | 45 | |
| 4. Atisanoe, Lautoa | WN-3 | B.A. | | | | X | | 8 | 12 | 0 | 20 | | 52 | 30 | 102 | |
| 5. Awana, Luella | WN-3 | B.A. | | | X | | | 0 | 27 | 0 | 27 | | 60 | 30 | 117 | |
| 6. Bartlett, Richard | WN-1 | B.A. | | | | X | | 39 | 27 | 0 | 66 | | 21 | 30 | 117 | |
| 7. Berthoud, Elsbeth | WN-3 | M.A. | | | | | | 5 | 3 | 14 | 22 | | 0 | 12 | 34 | |
| 8. Boody, Christine | WN-1 | B.A. | | | | X | | 25 | 0 | 12 | 37 | | 35 | 30 | 102 | |
| 9. Chapman, Beverly | WN-2 | B.A. | | | X | | | 0 | 16 | 0 | 16 | | 60 | 30 | 106 | |
| 10. Char, Marvin | WN-3 | B.A. | | | X | | | 0 | 24 | 19 | 43 | | 51 | 30 | 124 | |
| 11. Ching, Charlene | WN-1 | B.A. | | | | X | | 5 | 18 | 0 | 23 | | 55 | 30 | 108 | |
| 12. Chong, Corrine | WN-1 | B.A. | | | X | | | 0 | 21 | 0 | 21 | | 60 | 30 | 111 | |
| 13. Christian, Betsy | WN-3 | M.A. | | | X | | | 0 | 18 | 15 | 33 | | 0 | 0 | 33 | |
| 14. Collins, Paulette | WN-3 | B.A. | | | | X | | 13 | 12 | 24 | 49 | | 45 | 30 | 124 | |
| 15. Concepcion, Lordes | WN-1 | B.A. | | | | X | | 49 | 9 | 32 | 90 | | 4 | 30 | 124 | |
| 16. Cordes, Emily | WN-3 | B.A. | | | X | | | 0 | 30 | 0 | 30 | | 60 | 34 | 124 | |
| 17. Cordes, Marjorie | WN-3 | B.A. | | | X | | | 0 | 30 | 0 | 30 | | 60 | 34 | 124 | |
| 18. Cup-Choy, Gwyn | WN-1 | B.A. | | | | X | | 21 | 6 | 62 | 89 | | 5 | 30 | 124 | |

(22)

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30,1975 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19. Dalton, Michael | WN-1 | M.A. | | X | | 0 | 3 | 0 | 3 | 10 | 18 | 30 |
| 20. Dezafra, Elias | WN-1 | B.A. | | X | | 0 | 75 | 0 | 75 | 19 | 30 | 124 |
| 21. Downey, Bernadette | WN-1 | B.A. | | | X | 9 | 17 | 0 | 26 | 51 | 30 | 107 |
| 22. Drake, Hoaliku | WN- | B.A. | | X | | 0 | 15 | 0 | 15 | 60 | 30 | 105 |
| 23. Drake, Joe | WN- | B.A. | | X | | 0 | 12 | 0 | 12 | 60 | 30 | 102 |
| 24. Dubois, Leo | WN-1 | B.A. | | X | | 0 | 0 | 31 | 31 | 60 | 33 | 124 |
| 25. Enos, Eric | WN-1 | M.A. | | X | | 0 | 6 | 0 | 6 | 10 | 21 | 37 |
| 26. Evans, Melton | WN-1 | M.A. | | | | 8 | 15 | 6 | 29 | 0 | 3 | 32 |
| 27. Glipa, Veronica | WN-1 | B.A. | | | X | 15 | 6 | 30 | 51 | 43 | 30 | 124 |
| 28. Guevin, Carol | WN-1 | B.A. | | | | 29 | 33 | 92 | 154 | 0 | 0 | 154 |
| 29. Guillen, Mark | WN-1 | B.A. | | | X | 27 | 24 | 0 | 51 | 33 | 30 | 124 |
| 30. Gutina, Margaret | WN-3 | B.A. | | | X | 7 | 84 | 0 | 91 | 3 | 30 | 124 |
| 31. Hanakahi, Daniel | WN-1 | B.A. | | X | | 0 | 24 | 0 | 24 | 60 | 30 | 114 |
| 32. Harris, Mary | WN-3 | B.A. | | X | | 0 | 30 | 75 | 105 | 19 | 0 | 124 |
| 33. Higuchi, Sharon | WN-3 | M.A. | | X | | 0 | 21 | 0 | 21 | 10 | 0 | 31 |
| 34. Hildreth, Eleanor | WN-1 | M.A. | | | X | 5 | 0 | 0 | 5 | 1 | 24 | 30 |
| 35. Hoapili, Robert | WN-3 | B.A. | | X | | 0 | 30 | 50 | 80 | 44 | 0 | 124 |
| 36. Hostler, Hobart | WN-1 | M.A. | | X | | 0 | 6 | 0 | 6 | 10 | 15 | 30 |

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30, 1975 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 37. Humphreys, Howard | WN-3 | M.A. | | X | | 0 | 3 | 0 | 3 | 10 | 18 | 30 |
| 38. Ii, Angeline | WN-1 | B.A. | | | X | 20 | 33 | 0 | 53 | 40 | 31 | 124 |
| 39. Ikaika, Marilou | WN-3 | B.A. | | | X | 33 | 18 | 40 | 91 | 21 | 12 | 124 |
| 40. Ikaika, William | WN-1 | B.A. | X | | | 0 | 30 | 0 | 30 | 60 | 30 | 120 |
| 41. Jensen, Arthur | WN-1 | B.A. | | X | | 0 | 0 | 40 | 40 | 54 | 30 | 124 |
| 42. Jensen, Kathleen | WN-1 | M.A. | | | X | 4 | 0 | 0 | 4 | 6 | 21 | 30 |
| 43. Johnson, Alan | WN-3 | M.A. | | X | | 0 | 3 | 0 | 3 | 10 | 18 | 30 |
| 44. Kahawai, Charlotte | WN-1 | B.A. | | | X | 18 | 0 | 0 | 18 | 42 | 30 | 90 |
| 45. Kainoa, Annie | WN-1 | B.A. | | X | | 0 | 12 | 0 | 12 | 60 | 30 | 102 |
| 46. Kaluna, Lorraine | WN-1 | B.A. | | | X | 32 | 24 | 0 | 56 | 28 | 30 | 114 |
| 47. Karlen, Christopher | WN-1 | M.A. | | | X | 6 | 9 | 6 | 21 | 4 | 6 | 31 |
| 48. Kelii, Arviella | WN-1 | B.A. | | | X | 7 | 45 | 0 | 52 | 42 | 30 | 124 |
| 49. Klausmeyer, Marie | WN-1 | B.A. | | X | | 0 | 51 | 0 | 51 | 43 | 30 | 124 |
| 50. Lapilio, Joseph | WN-3 | M.A. | | X | | 0 | 12 | 0 | 12 | 10 | 9 | 31 |
| 51. Lee, James | WN-3 | B.A. | | X | | 0 | 12 | 0 | 12 | 60 | 30 | 102 |
| 52. Ligsay, Thelma | WN-1 | B.A. | | | X | 28 | 18 | 0 | 46 | 32 | 30 | 108 |
| 53. Lindley, Robert | WN-3 | B.A. | | X | | 0 | 12 | 0 | 12 | 60 | 30 | 102 |
| 54. Lopes, Regina | WN-3 | B.A. | | | X | 10 | 60 | 48 | 118 | 6 | 0 | 124 |

| NAME | LOCATION: MSA & Category | LOCATION: Degree Sought | | | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30, 1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55. Lopez, Jane | WN-1 | B.A. | | | X | | | 0 | 24 | 0 | 24 | | 60 | 30 | 114 | |
| 56. Luna, Carol | WN-3 | B.A. | | | X | | | 0 | 27 | 0 | 27 | | 60 | 30 | 117 | |
| 57. Mahelona, Isaac | WN-2 | B.A. | | | X | | | 0 | 42 | 0 | 42 | | 52 | 30 | 124 | |
| 58. Matsushima, Andrea | WN-3 | M.A. | | | X | | | 0 | 9 | 0 | 9 | | 10 | 21 | 40 | |
| 59. Maunakea, J.K. Mana | WN-1 | B.A. | | | | X | | 44 | 21 | 0 | 65 | | 16 | 30 | 111 | |
| 60. Metz, Marion | WN-1 | M.A. | | | X | | | 0 | 6 | 0 | 6 | | 10 | 18 | 34 | |
| 61. Miles, Ellen | WN-1 | B.A. | | | X | | | 0 | 32 | 0 | 32 | | 60 | 33 | 125 | |
| 62. Muehlenhard, Mildred | WN-1 | B.A. | | | | X | | 24 | 78 | 0 | 102 | | 22 | 0 | 124 | |
| 63. Murray, Alma | WN-3 | B.A. | | | X | | | 0 | 36 | 0 | 36 | | 58 | 30 | 124 | |
| 64. McCoy, Susan | WN-1 | B.A. | | | | X | | 24 | 21 | 66 | 111 | | 5 | 9 | 124 | |
| 65. McFeeley, Lillian | WN-3 | B.A. | | | X | | | 0 | 21 | 0 | 21 | | 60 | 30 | 111 | |
| 66. Naki, Christian | WN-1 | B.A. | | | | X | | 10 | 24 | 0 | 34 | | 50 | 30 | 114 | |
| 67. Padayhag, Georgianna | WN-1 | B.A. | | | | X | | 46 | 24 | 0 | 70 | | 14 | 30 | 114 | |
| 68. Pang, Alohalani | WN-1 | B.A. | | | | X | | 26 | 44 | 0 | 70 | | 24 | 30 | 124 | |
| 69. Peters, Henry | WN-1 | M.A. | | | X | | | 0 | 6 | 0 | 6 | | 10 | 21 | 37 | |
| 70. Purdy, Jr., George | WN-1 | B.A. | | | | X | | 4 | 117 | 0 | 121 | | 3 | 0 | 124 | |
| 71. St. Germain, Raymond | WN-3 | M.A. | | | | X | | 4 | 3 | 6 | 13 | | 6 | 15 | 34 | |
| 72. Silva, Theola | WN-1 | B.A. | | | X | | | 0 | 39 | 0 | 39 | | 60 | 25 | 124 | |

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | | | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30,1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 73. Spotkaeff, Maryknoll | WN-3 | B.A. | | | | X | | | 21 | 51 | 0 | 72 | | 22 | 30 | 124 | |
| 74. Tavares, Kathleen | WN-1 | B.A. | | | | X | | | 40 | 18 | 0 | 58 | | 20 | 30 | 108 | |
| 75. Tengan, Vivian | WN-1 | B.A. | | | | X | | | 47 | 24 | 0 | 71 | | 13 | 30 | 114 | |
| 76. Turqueza, Rogelio | WN-3 | B.A. | | | X | | | | 0 | 15 | 0 | 15 | | 60 | 30 | 105 | |
| 77. Waialae, Martha | WN-3 | B.A. | | | X | | | | 0 | 12 | 0 | 12 | | 60 | 30 | 102 | |
| 78. White, Yvonne | WN-3 | B.A. | | | X | | | | 0 | 6 | 29 | 35 | | 59 | 30 | 124 | |
| 79. Williams, Rose | WN-3 | B.A. | | | X | | | | 0 | 0 | 78 | 78 | | 16 | 30 | 124 | |
| 80. *Collins, Robert | WN-1 | M.A. | | | X | | | | 0 | 0 | 0 | 0 | | 10 | 21 | 31 | |
| 81. *Leonida, John | WN-1 | M.A. | | | X | | | | 0 | 18 | 0 | 18 | | 3 | 9 | 30 | |
| 82. *Loving, Floyd | WN-1 | M.A. | | | X | | | | 0 | 0 | 0 | 0 | | 10 | 21 | 31 | |
| 83. *North, James | WN-3 | M.A. | | | X | | | | 0 | 6 | 0 | 6 | | 10 | 15 | 31 | |

*Students who have received BA/BS degrees from CMU-Hawaii and are now MA candidates

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | PROJECTION(Est): D.E. Credits (Sem. Hrs.) | PROJECTION(Est): CMU Credits (Sem. Hrs.) | PROJECTION(Est): Total Credits to June 30, 1975 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Bates, John | 4 | B.A. | | X | | 0 | 30 | 0 | 30 | 60 | 34 | 124 |
| 2. Bing, Sherry | 4 | B.A. | | X | | 0 | 24 | 15 | 39 | 55 | 30 | 124 |
| 3. Cappo, Danny | 4 | B.A. | | X | | 0 | 24 | 0 | 24 | 60 | 30 | 114 |
| 4. Cardona, Carlito | 4 | B.A. | | X | | 0 | 3 | 18 | 21 | 60 | 30 | 111 |
| 5. Carpenter, Ruth | 4 | B.A. | | X | | 0 | 15 | 31 | 46 | 48 | 30 | 124 |
| 6. Dodson, Katherine | 4 | B.A. | | | X | 48 | 24 | 6 | 78 | 12 | 34 | 124 |
| 7. Feher, Lynne | 4 | B.A. | | X | | 0 | 33 | 33 | 66 | 28 | 30 | 124 |
| 8. Field, Thelma | 4 | B.A. | | X | | 0 | 15 | 39 | 54 | 40 | 30 | 124 |
| 9. Finland, John | 4 | B.A. | | X | | 0 | 15 | 0 | 15 | 60 | 30 | 105 |
| 10. Fujimoto, Anna | 4 | M.A. | | X | | 0 | 9 | 0 | 9 | 10 | 18 | 37 |
| 11. Fukuhara, Diane | 4 | B.A. | | X | | 0 | 0 | 45 | 45 | 49 | 30 | 124 |
| 12. Hendrie, Leslie | 4 | B.A. | | X | | 0 | 3 | 9 | 12 | 60 | 30 | 102 |
| 13. LaBeff, Daniel | 4 | M.A. | X | | | 0 | 9 | 4 | 13 | 10 | 9 | 32 |
| 14. Lania, Gladys | 4 | B.A. | | X | | 0 | 24 | 0 | 24 | 60 | 30 | 114 |
| 15. Mau, David | 4 | M.A. | | X | | 0 | 21 | 0 | 21 | 10 | 12 | 43 |
| 16. Meszaros, Maureen | 4 | B.A. | | X | | 0 | 24 | 0 | 24 | 60 | 30 | 114 |
| 17. Monohan, Edward | 4 | B.A. | | X | | 0 | 15 | 0 | 15 | 60 | 30 | 105 |
| 18. Motooka, Joyce | 4 | M.A. | | X | | 0 | 6 | 0 | 6 | 10 | 21 | 37 |

| NAME | LOCATION: MNA & Category | LOCATION: Degree Sought | EVALUATION: Evaluation in Process | EVALUATION: Needs to Apply for Evaluation | EVALUATION: Needs to Apply for Re-evaluation | TOTALS TO DATE: D.E. Credit Received | TOTALS TO DATE: CMU Credits (Sem. Hrs) | TOTALS TO DATE: Transfer Credits (Sem. Hrs.) | TOTALS TO DATE: Total Credits to June 30, 1974 | PROJECTION (Est): D.E. Credits (Sem. Hrs.) | PROJECTION (Est): CMU Credits (Sem. Hrs.) | PROJECTION (Est): Total Credits to June 30,1975 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19. McCarthy, Jeff | 4 | B.A. | | | X | | | 0 | 12 | 0 | 12 | 60 | 30 | 102 | |
| 20. Ogbonna, Onowale | 4 | B.A. | | | X | | | 0 | 18 | 0 | 18 | 60 | 30 | 108 | |
| 21. Olander, David | 4 | B.A. | | | | X | | 6 | 33 | 59 | 98 | 14 | 12 | 124 | |
| 22. Omine, Thomas | 4 | B.A. | | | | X | | 12 | 12 | 40 | 64 | 30 | 30 | 124 | |
| 23. Saari, Marian | 4 | B.A. | | X | | | | 0 | 34 | 21 | 55 | 39 | 30 | 124 | |
| 24. Tamashiro, Wayne | 4 | B.A. | | | X | | | 0 | 3 | 21 | 24 | 60 | 30 | 114 | |
| 25. Thacker, John | 4 | M.A. | | | | X | | 34 | 27 | 0 | 61 | 26 | 30 | 117 | |
| 26. Wood, Richard | 4 | B.A. | | | | X | | 17 | 0 | 52½ | 69½ | 25 | 30 | 124 | |
| 27. Young, Edward | 4 | B.A. | | | X | | | 0 | 15 | 0 | 15 | 60 | 30 | 105 | |
| | | | | | | | | | | | | | | | |
| 28. *Bing, Robert | 4 | M.A. | | | X | | | 0 | 0 | 0 | 0 | 10 | 21 | 31 | |

*Students who have received BA/BS degrees from CMU-Hawaii and are now MA candidates

## Section III

## Recapitulation of Program Statistical Information on Model Cities Students

# STATISTICAL INFORMATION

## Kalihi-Palama

| | |
|---|---|
| Applications for admission | 255 |
| DE's submitted and returned | 77 |
| DE's in process | 13 |
| Students with some credits | 150 |
| Students with CMU credits | 134 |

## Waianae-Nanakuli

| | |
|---|---|
| Applications for admission | 224 |
| DE's submitted and returned | 75 |
| DE's in process | 4 |
| Students with some credits | 155 |
| Students with CMU credits | 137 |

## Catagory IV

| | |
|---|---|
| Applications for admissions | 85 |
| DE's submitted and returned | 10 |
| DE's in process | 2 |
| Students with some credits | 48 |
| Students with CMU credits | 41 |

## Model Cities Program Total

| | |
|---|---|
| Applications for admission | 564 |
| DE's submitted and returned | 162 |
| DE's in process | 19 |
| Students with some credits | 353 |
| Students with CMU credits | 312 |

## RECAPITULATION OF CMU SEMESTER HOURS SINCE FEBRUARY 1972

| | Kalihi-Palama | Waianae-Nanakuli | Category IV | Totals |
|---|---|---|---|---|
| Developmental Experience | 1,512 (SH) | 1,571 (SH) | 289 (SH) | 3,372 (SH) |
| CMU Course Work | 2,643 (SH) | 2,607 (SH) | 515 (SH) | 5,765 (SH) |
| Transfer Credits | 1,119 (SH) | 964 (SH) | 434 (SH) | 2,517 (SH) |
| | 5,274 (SH) | 5,142 (SH) | 1,238 (SH) | 11,654 (SH) |

Average D.E. sem. hrs. received in each Model Cities area:

| | |
|---|---|
| Kalihi-Palama | 19.63 SH |
| Waianae-Nanakuli | 20.67 SH |
| Category IV | 28.90 SH |

Overall DE average received per student is 20.38 SH.
Average DE for graduate students is 7.27 SH.
Average DE for undergraduate students is 24.82 SH.

Average sem. hrs. of CMU course work received in each Model Cities area:

| | |
|---|---|
| Kalihi-Palama | 19.72 SH |
| Waianae-Nanakuli | 19.02 SH |
| Category IV | 12.56 SH |

Overall average of CMU sem. hrs. accumulated per student is 18.65 SH.

Average number of students per class: 25.62

Total funding since 1972: $350,750.00

Total number of classes offered: 75

* Cost per credit hour: $30.22

* The cost includes books, application/admission processing, and all other class materials.

## Section IV

Student Data for:

A. Kalihi-Palama

B. Waianae-Nanakuli

C. Category IV

Model Cities, February 1972 - June 1974

A. STUDENT LISTING FOR KALIHI-PALAMA
(May 1974)

- D.E. application status
- CMU credits earned
- Transfer credits

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| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 1. Aana, Sharron | KP-I | B.A. | | | X | 3 | 0 | 3 |
| 2. Aczon, Gregorio | KP-II | B.A. | 9 | | | 0 | 0 | 9 |
| 3. Adams, Elaine | KP-I | M.A. | | | X | 21 | 0 | 21 |
| 4. Afaga, Susana | KP-I | B.A. | | | X | 0 | 28 | 28 |
| 5. Aiko, Virginia | KP-I | B.A. | | | X | 0 | 9 | 9 |
| 6. Akaka, Edwina | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 7. Akamine, Charles | KP-I | B.A. | | | X | 0 | 11 | 11 |
| 8. Akana, Isabel | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 9. Akana, Paul | KP-II | B.A. | | | X | 45 | 0 | 45 |
| 10. Akau, Sandra | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 11. Akim, Hazel | KP-I | B.A. | | X | | 32 | 0 | 32 |
| 12. Akima, Octavia | KP-I | B.A. | | X | | 18 | 0 | 18 |
| 13. Alo, Marisa | KP-I | B.A. | | X | | 3 | 14 | 17 |
| 14. Alonzo, Carlos | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 15. Anguay, Betty | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 16. Antonio, Karin | KP-I | B.A. | | X | | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 17. Arakaki, Pauline | KP-I | B.A. | 15 | | | 75 | 0 | 90 |
| 18. Asuncion, Kahaunaniomaunakea | KP-II | B.A. | | | X | 3 | 0 | 3 |
| 19. Au, Gerard | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 20. Au, Gloria | KP-III | B.A. | | | X | 3 | 0 | 3 |
| 21. Ayau, Linda | KP-I | B.A. | | | X | 2 | 0 | 2 |
| 22. Bal, Elizabeth | KP-I | B.A. | | | X | 6 | 0 | 6 |
| 23. Balicanta, Antonia | KP-I | M.A. | 8 | | | 15 | 9 | 32 |
| 24. Balles, Joretta | KP-I | B.A. | 12 | | | 0 | 0 | 12 |
| 25. Basque, Diana | KP-I | B.A. | | | X | 6 | 0 | 6 |
| 26. Belmonte, Arturo | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 27. Belmonte, Helen | KP-I | M.A. | 6 | | | 0 | 0 | 6 |
| 28. Boggs, Ruth | KP-I | B.A./M.A. | 57 | | | 95 | 0 | 152 |
| 29. Borja, Juan | KP-III | B.A. | | X | | 36 | 0 | 36 |
| 30. Boyd, Sandy | KP-I | B.A. | 4 | | | 3 | 0 | 7 |
| 31. Calicdan, Maria | KP-I | B.A. | | X | | 33 | 0 | 33 |
| 32. Callia, Peggy | KP-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 33. Campos, Lucina | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 34. Carroll, Paulett | KP-I | M.A. | 3 | | | 18 | 3 | 24 |
| 35. Castanares, Elizabeth | KP-I | B.A. | 52 | | | 66 | 3 | 121 |
| 36. Chambers, Bill | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 37. Chang, How Tim | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 38. Chang, Melvin | KP-I | B.A. | | | X | 3 | 0 | 3 |
| 39. Chang, Trudie | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 40. Ching, Edyson | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 41. Ching, Mary | KP-I | B.A. | | | X | 18 | 0 | 18 |
| 42. Choo, Charles | KP-I | B.A. | | X | | 30 | 0 | 30 |
| 43. Christian, Johnrae | KP-I | M.A. | 3 | | | 3 | 0 | 6 |
| 44. Chun, Sharland | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 45. Chung, Sylvia | KP-I | B.A. | 7 | | | 0 | 79 | 86 |
| 46. Craig, Roxanne | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 47. Cruz, Julia | KP-I | M.A. | | | X | 3 | 0 | 3 |
| 48. Cummings, Chiyoko | KP-III | B.A. | | | X | 24 | 29 | 53 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 49. Cummings, Jacob | KP-III | B.A. | | | X | 21 | 0 | 21 |
| 50. Curtis, Wallace | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 51. Dagdagan, Leon | KP-III | B.A. | | | X | 9 | 0 | 9 |
| 52. Davis, Marion | KP-III | B.A. | | | X | 15 | 56 | 71 |
| 53. Dela Cruz, Romel | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 54. Del Rosario, Linda | KP-I | B.A. | | | X | 3 | 0 | 3 |
| 55. De Mello, Gerald | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 56. Domingo, Christina | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 57. Domingo, Victoria | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 58. Douthit, Dorothy | KP-I | M.A. | 8 | | | 12 | 0 | 20 |
| 59. Dryer, Caridad | KP-I | B.A. | | | X | 45 | 15 | 60 |
| 60. Dubetsky, Margaret | KP-I | B.A. | 28 | | | 3 | 0 | 31 |
| 61. Duff, Violet | KP-I | B.A. | 46 | | | 54 | 21 | 121 |
| 62. Duyao, Josefina | KP-I | M.A. | 8 | | | 6 | 0 | 14 |
| 63. Enos, May | KP-I | B.A. | 21 | | | 12 | 0 | 33 |
| 64. Fabrao, Jonette | KP-I | B.A. | | | X | 5 | 0 | 5 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 65. Faria, Gladys | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 66. Fau'olo, Lusiana | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 67. Feleti, Amisone | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 68. Felipe, Florida | KP-I | B.A. | 22 | | | 60 | 66 | 148 |
| 69. Fernandez, Odetta | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 70. Fountain, Mildred | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 71. Fujikane, Wayne | KP-I | M.A. | | | X | 5 | 0 | 5 |
| 72. Fujioka, Myrtle | KP-III | M.A. | | | X | 9 | 6 | 15 |
| 73. Fujishima, Florence | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 74. Fukino, Julia | KP-III | M.A. | | | X | 18 | 0 | 18 |
| 75. Funakoshi, Daniel | KP-III | B.A. | | | X | 27 | 0 | 27 |
| 76. Funakoshi, Rodney | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 77. Gamurot, Josephine | KP-I | B.A. | 17 | | | 42 | 0 | 59 |
| 78. Gaspang, Alan | KP-I | B.A. | | | X | 18 | 0 | 18 |
| 79. Geiger, Paulette | KP-I | B.A. | 42 | | | 3 | 0 | 45 |
| 80. Gilmore, Ella | KP-III | B.A. | | | X | 18 | 100 | 118 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 81. Giltner, Thomas | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 82. Goo, Vincent | KP-III | B.A. | | | X | 9 | 16 | 25 |
| 83. Guerrero, Bob | KP-III | M.A. | | | X | 0 | 3 | 3 |
| 84. Guerrero, Laura | KP-III | M.A. | | | X | 0 | 0 | 0 |
| 85. Hall, Carolyn | KP-I | M.A. | | | X | 21 | 0 | 21 |
| 86. Hall, Michael | KP-I | B.A. | 11 | | | 36 | 0 | 47 |
| 87. Hallums, Maile | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 88. Han, William | KP-I | B.A. | | | X | 3 | 0 | 3 |
| 89. Harris, Sweetheart | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 90. Haumea, Abraham | KP-I | B.A. | 12 | | | 18 | 0 | 30 |
| 91. Hayashida, Franklin | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 92. Hidalgo, Fay | KP-I | B.A./M.A. | 9 | | | 94 | 58 | 160 |
| 93. Hipolito, Gloria | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 94. Hoke, Richard | KP-I | B.A. | | | X | 3 | 0 | 3 |
| 95. Hoke, Rudolph | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 96. Infiel, Roberta | KP-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 97. Iwai, Gary | KP-I | M.A. | 7 | | | 18 | 0 | 25 |
| 98. Jacobe, Jeanette | KP-I | B.A. | | | x | 11 | 0 | 11 |
| 99. Jacobe, Stephen | KP-I | B.A. | | | x | 18 | 0 | 18 |
| 100. Jervis, Gerard | KP-I | B.A. | 18 | | | 0 | 0 | 18 |
| 101. Jervis, Juana | KP-I | B.A. | 15 | | | 2 | 0 | 17 |
| 102. Jhoo, Virgil | KP-II | B.A. | | | x | 21 | 0 | 21 |
| 103. Johansen, Grace | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 104. Johnson, Merilyn | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 105. Johnson, Vera | KP-I | B.A. | | x | | 0 | 0 | 0 |
| 106. Jose, Marcella | KP-II | B.A. | | | x | 0 | 0 | 0 |
| 107. Kaanoi, Franklin | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 108. Kahaleiwi, Roweena | KP-I | B.A. | 35 | | | 57 | 20 | 112 |
| 109. Kahawai, Albert | KP-I | B.A. | | | x | 18 | 0 | 18 |
| 110. Kahawai, Loreen | KP-II | B.A. | | | x | 0 | 0 | 0 |
| 111. Kahuanui, Anderson | KP-I | B.A. | | x | | 18 | 0 | 18 |
| 112. Kamakea, John | KP-I | B.A. | 19 | | | 3 | 0 | 22 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 113. Kamalu, Robert | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 114. Kamaunu, Myra | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 115. Kashimoto, Kalvin | KP-I | M.A. | 6 | | | 24 | 0 | 30 |
| 116. Katayama, Stephan | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 117. Kawainui, Richard | KP-I | B.A. | | | x | 18 | 0 | 18 |
| 118. Kawahishi, Earl | KP-I | B.A. | 38 | | | 6 | 0 | 44 |
| 119. Kaya, George | KP-I | B.A. | 44 | | | 15 | 0 | 59 |
| 120. Kekahuna, Beverly | KP-III | M.A. | | | x | 0 | 0 | 0 |
| 121. Kekoa, Loretta | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 122. Kepaa, Vernon | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 123. Kim, Alan | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 124. Kimura, Nora | KP-I | M.A. | 6 | | | 42 | 0 | 48 |
| 125. Kinney, Lindo | KP-II | B.A. | | | x | 3 | 0 | 3 |
| 126. Kinney, Monta | KP-II | B.A. | 12 | | | 21 | 0 | 33 |
| 127. Kuupau, Windell | KP-III | B.A. | | x | | 6 | 0 | 6 |
| 128. Kwock, Jennie | KP-III | B.A. | | x | | 12 | 0 | 12 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 129. Laa, Jeanette | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 130. Lacno, Robert | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 131. Lee, Amy | KP-III | M.A. | | | x | 0 | 0 | 0 |
| 132. Lee, Eddie | KP-III | B.A. | | | x | 0 | 0 | 0 |
| 133. Lee, Grace | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 134. Lee, Howard | KP-I | B.A. | 8 | | | 12 | 0 | 20 |
| 135. Lee, Pearlita | KP-III | B.A. | | | x | 0 | 0 | 0 |
| 136. Leleo, Kathleen | KP-I | B.A. | 40 | | | 6 | 0 | 46 |
| 137. Lillie, Lewis | KP-I | B.A. | | | x | 2 | 0 | 2 |
| 138. Lim, Grace | KP-I | M.A. | 10 | | | 18 | 0 | 28 |
| 139. Lincoln, Lois | KP-I | B.A. | | | x | 6 | 0 | 6 |
| 140 Loo, Abraham | KP-I | M.A. | 5 | | | 27 | 0 | 32 |
| 141. Loo, Henry | KP-II | M.A. | 10 | | | 27 | 0 | 37 |
| 142. Lopez, Darilyn | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 143. Lucas, William | KP-III | B.A. | 29 | | | 12 | 0 | 41 |
| 144. Lukinich, Jacquelyn | KP-I | B.A. | 43 | | | 6 | 0 | 49 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 145. Lum-Akana, Aileen | KP-III | B.A. | | | x | 3 | 0 | 3 |
| 146. Maedo, Lynne | KP-II | B.A. | 15 | | | 3 | 59 | 77 |
| 147. Magno, Lydia | KP-I | B.A. | | | x | 3 | 0 | 3 |
| 148. Mahoney, Margaret | KP-I | B.A. | 16 | | | 3 | 0 | 19 |
| 149. Malquist, Leonie | KP-I | B.A. | 18 | | | 0 | 0 | 18 |
| 150. Marquez, Mary | KP-I | B.A. | | x | | 0 | 0 | 0 |
| 151. Mars, Joseph | KP-I | B.A. | 37 | | | 0 | 0 | 37 |
| 152. Martinez, Tony | KP-III | B.A. | | | x | 0 | 0 | 0 |
| 153. Masuda, Sandra | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 154. Matsuyama, Robert | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 155. Medina, Revocato | KP-II | M.A. | 10 | | | 0 | 0 | 10 |
| 156. Mercado, Lorraine | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 157. Mindoro, Gloria | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 158. Mishima, Gloria | KP-I | B.A. | 32 | | | 0 | 64 | 96 |
| 159. Misipeka, Iolani | KP-I | B.A. | 5 | | | 21 | 6 | 32 |
| 160. Montervon, Maile | KP-I | B.A. | | | x | 12 | 0 | 12 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 161. Mooneyham, Lawrence | KP-III | B.A. | | | x | 0 | 0 | 0 |
| 162. Morishige, Carol | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 163. Murakawa, Alvina | KP-I | B.A. | 8 | | | 0 | 58 | 66 |
| 164. Musico, Nicanor | KP-II | B.A. | | | x | 3 | 0 | 3 |
| 165. McDonald, Norma | KP-III | M.A. | 10 | | | 8 | 0 | 18 |
| 166. McGee, Terrence | KP-III | B.A. | 27 | | | 9 | 3 | 39 |
| 167. McGreevy, Robert | KP-I | B.A. | 38 | | | 12 | 30 | 80 |
| 168. McKee, Miriam | KP-I | B.A. | 14 | | | 48 | 0 | 62 |
| 169. McKnight, George | KP-III | B.A. | | | x | 3 | 0 | 3 |
| 170. Nagashima, William | KP-I | M.A. | | | x | 0 | 6 | 6 |
| 171. Nanod, Debra | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 172. Napeahi, Wilmet | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 173. Narvaez, Raymond | KP-III | B.A. | | | x | 3 | 0 | 3 |
| 174. Niheu, Henry | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 175. Nishihara, Elaine | KP-I | M.A. | 9 | | | 21 | 0 | 30 |
| 176. Ohata, Miriam | KP-I | B.A. | | | x | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 177. Ohelo, Winona | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 178. Okahashi, Martha | KP-III | B.A./M.A. | 14 | | | 34 | 76 | 124 |
| 179. Omokawa, Jenny | KP-I | M.A. | 7 | | | 12 | 0 | 19 |
| 180. O'Neill, Vincent | KP-I | M.A. | 10 | | | 11 | 5 | 26 |
| 181. Oshiro, Daisy | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 182. Ota, James | KP-I | B.A. | 9 | | | 54 | 0 | 63 |
| 183. Pasadaba, J. Abraham | KP-I | B.A./M.A. | 46 | | | 96 | 8 | 150 |
| 184. Petersen, Terry | KP-I | B.A. | 42 | | | 0 | 0 | 42 |
| 185. Piamonte, Valerie | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 186. Piko, Sophie | KP-II | B.A. | 35 | | | 21 | 0 | 56 |
| 187. Pomele, Tausinie | KP-III | B.A. | | | x | 6 | 0 | 6 |
| 188. Porlas, Pamela | KP-I | B.A. | | | x | 0 | 0 | 0 |
| 189. Pune, Aloma | KP-I | B.A. | | | x | 21 | 0 | 21 |
| 190. Rautenberg, Virginia | KP-II | M.A. | 10 | | | 15 | 0 | 25 |
| 191. Reed, Cecil | KP-I | M.A. | | | x | 0 | 0 | 0 |
| 192. Reynon, Elizabeth | KP-I | M.A. | | | x | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 193. Reverio, Lena | KP-I | B.A. | 22 | | | 9 | 0 | 31 |
| 194. Ribordy, Bernadina | KP-I | B.A. | 27 | | | 9 | 0 | 36 |
| 195. Ricafrente, Salvador | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 196. Roquiero, Sherman | KP-I | M.A. | 7 | | | 3 | 0 | 10 |
| 197. Rosenthal, Joseph | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 198. Ross, Milton | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 199. Roxburgh, Harriet | KP-I | M.A. | 9 | | | 30 | 6 | 45 |
| 200. Roxburgh, Maureen | KP-III | B.A. | | | X | 6 | 0 | 6 |
| 201. Sabella, Priscilla | KP-II | B.A. | | | X | 13 | 0 | 13 |
| 202. Sakai, Loretta | KP-I | B.A. | 35 | | | 0 | 0 | 35 |
| 203. Salibo, Lolita | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 204. Saludez, Josefina | KP-I | B.A. | 30 | | | 57 | 52 | 139 |
| 205. Sanchez, Joseph | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 206. Sang, Joyce | KP-I | B.A. | 8 | | | 12 | 0 | 20 |
| 207. Santiago, Esther | KP-III | B.A. | | | X | 12 | 0 | 12 |
| 208. Santos, Rosebell | KP-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 209. Sato, Hideo | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 210. Saycon, Felisa | KP-I | B.A. | 37 | | | 9 | 0 | 46 |
| 211. Segovia, Helen R. | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 212. Seward, Anne K. | KP-I | B.A. | | | X | 51 | 0 | 51 |
| 213. Shimabuku, Hatsue K. | KP-I | B.A./M.A. | 37 | | | 93 | 0 | 130 |
| 214. Sharp, Marcia D. | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 215. Shimogawa, Hajime | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 216. Siania, Punefu | KP-I | B.A. | 33 | | | 36 | 34 | 103 |
| 217. Soares, Dexter K. | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 218. Sokugawa, Raymond | KP-I | M.A. | 9 | | | 21 | 0 | 30 |
| 219. Stone, Avery S. | KP-III | B.A. | | | X | 27 | 0 | 27 |
| 220. Tai, Valerie Y. | KP-III | | | | X | 0 | 0 | 0 |
| 221. Tamon, Francisca P. | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 222. Tanida, Miyoko S. | KP-III | B.A. | | | X | 15 | 0 | 15 |
| 223. Taniguchi, Jamie | KP-III | | | | X | 3 | 0 | 3 |
| 224. Taniguchi, Paul | KP-I | | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 225. Thompson, Sharon | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 226. Tilitile, Rosalina | KP-I | M.A. | | | X | 6 | 0 | 6 |
| 227. Timas, Amy G. | KP-I | B.A./M.A. | 15 | | | 42 | 69 | 126 |
| 228. Tina, Felicisimo U. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 229. Tiano, Charleen M. | KP-I | B.A. | | | X | 18 | 0 | 18 |
| 230. Tinoga, Colleen A. | KP-II | B.A. | | | X | 54 | 0 | 54 |
| 231. Tong, James K. | KP-III | B.A. | | | X | 9 | 0 | 9 |
| 232. Torres, William W. | KP-I | B.A. | 15 | | | 0 | 30 | 45 |
| 233. Tremaine, Helen A. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 234. Tucker, Rosemarie H. | KP-III | B.A. | | | X | 12 | 0 | 12 |
| 235. Uemura, Diane S. | KP-I | B.A./M.A. | 12 | | | 48 | 93 | 153 |
| 236. Uganisa, Basilisa B. | KP-I | M.A. | | | X | 3 | 0 | 3 |
| 237. Uyeno, Joan | KP-I | | 17 | | | 6 | 0 | 23 |
| 238. Varner, Kathleen E. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 239. Velasco, Obella O. | KP-III | | | | X | 0 | 0 | 0 |
| 240. Velasco, Ruben B. | KP-I | M.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 241. Vierra, Paulette K. | KP-I | B.A. | 32 | | | 8 | 0 | 40 |
| 242. Wada, Kay N. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 243. Wahinehookae, Anna K. | KP-III | B.A. | | | X | 6 | 0 | 6 |
| 244. Waihee, III, John D. | KP-I | M.A. | | | X | 24 | 4½ | 28½ |
| 245. Waiwaiole, Jacqueline P. | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 246. Wallrabenstein, James | KP-II | M.A. | | | X | 0 | 0 | 0 |
| 247. Watson, Albert K. | KP-II | B.A. | | | X | 0 | 0 | 0 |
| 248. West, Rosalita J. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| 249. Wong, Pamela J. | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 250. Wong, Vernon | KP-I | | 10 | | | 24 | 0 | 34 |
| 251. Yamada, Aileen C. | KP-I | B.A. | | | X | 0 | 0 | 0 |
| 252. Yamashiro, Myron K. | KP-I | M.A. | | | X | 27 | 3 | 30 |
| 253. Yaw, Miriam L. | KP-I | B.A. | | X | | 3 | 0 | 3 |
| 254. Yoon, J. Tek | KP-I | M.A. | | | X | 0 | 0 | 0 |
| 255. Young, Carol C. | KP-III | B.A. | | | X | 0 | 0 | 0 |
| | | | | | | | | |

B. STUDENT LISTING FOR WAIANAE-NANAKULI
(May 1974)

- D.E. application status
- CMU credits earned
- Transfer credits

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 1. Ahina, Rachel | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 2. Aiu, Mary | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 3. Aiu, Simon | WN-I | B.A. | 9 | | | 0 | 0 | 9 |
| 4. Alailefaleula, Puleleiite | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 5. Allen, Duane | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 6. Allen, Kathryn | WN-I | B.A. | | | X | 48 | 0 | 48 |
| 7. Allosada, Joyce | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 8. Andrews, Douglas | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 9. Andrews, Mary | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 10. Angut, Yvonne | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 11. Anthony, Christine | WN-II | B.A. | | | X | 6 | 0 | 6 |
| 12. Anthony, Purcell | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 13. Apo, Margaret | WN-I | B.A. | | | X | 42 | 18 | 60 |
| 14. Apo, Peter | WN-II | B.A. | | | X | | 0 | 0 |
| 15. Arbeit, William | WN-I | M.A. | 9 | | | 24 | 12 | 45 |
| 16. Arthurs, Barbara | WN-I | M.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS. |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 17. Atisanoe, Lautoa | WN-III | B.A. | 8 | | | 12 | 0 | 20 |
| 18. Awana, James | WN-II | B.A. | | | X | 0 | 0 | 0 |
| 19. Awana, Leslie | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 20. Awana, Luella | WN-III | B.A. | | | X | 27 | 0 | 27 |
| 21. Barrett, Beverly | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 22. Barros, Abigail | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 23. Bartlett, Richard | WN-I | B.A. | 39 | | | 27 | 0 | 66 |
| 24. Bertelmann, Gordon | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 25. Berthoud, Elsbeth | WN-III | M.A. | 5 | | | 3 | 14 | 22 |
| 26. Boody, Christine | WN-I | B.A. | 25 | | | 0 | 12 | 37 |
| 27. Brede, David | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 28. Brede, Helen | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 29. Caminos, Valerie | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 30. Carreiro, Henrietta | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 31. Chapman, Beverly | WN-II | B.A. | | | X | 16 | 0 | 16 |
| 32. Char, Marvin | WN-III | B.A. | | | X | 24 | 19 | 43 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 33. Ching, Charlene | WN-I | B.A. | 5 | | | 18 | 0 | 23 |
| 34. Chong, Corrine | WN-I | B.A. | | | X | 21 | 0 | 21 |
| 35. Christ, Annie | WN-I | M.A. | | X | | 0 | 0 | 0 |
| 36. Christian, Betsy | WN-III | M.A. | | | X | 18 | 15 | 33 |
| 37. Clawson, Kuulei | WN-I | B.A. | 21 | | | 6 | 0 | 27 |
| 38. Collins, Paulette | WN-III | B.A. | 13 | | | 12 | 24 | 49 |
| 39. Collins, Robert | WN-I | B.A./M.A. | 30 | | | 44 | 52 | 126 |
| 40. Commendador, Frank | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 41. Concepcion, Lordes | WN-I | B.A. | 49 | | | 9 | 32 | 90 |
| 42. Conkle, Geraldine | WN-I | B.A. | | | X | 3 | 0 | 3 |
| 43. Contrades, Betty | WN-I | B.A. | 42 | | | 0 | 3 | 45 |
| 44. Cordeiro, Sarah | WN-III | B.A. | | X | | 9 | 0 | 9 |
| 45. Cordes, Emily | WN-III | B.A. | | | X | 30 | 0 | 30 |
| 46. Cordes, Majorie | WN-III | B.A. | | | X | 30 | 0 | 30 |
| 47. Cuizon, James | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 48. Cup-Choy, Gwyn | WN-I | B.A. | 21 | | | 6 | 62 | 89 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 49. Czechowicz, Lesley | WN-I | M.A. | 8 | | | 24 | 3 | 35 |
| 50. Czechowicz, Paul | WN-III | M.A. | 2 | | | 24 | 3 | 29 |
| 51. Dalton, Kim | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 52. Dalton, Michael | WN-I | M.A. | | | X | 3 | 0 | 3 |
| 53. Davis, Charles | WN-I | B.A. | | | X | 9 | 0 | 9 |
| 54. De Cambra, Joanne | WN-I | B.A. | 9 | | | 3 | 3 | 15 |
| 55. Dezafra, Elias | WN-I | B.A. | | | X | 75 | 0 | 75 |
| 56. Downey, Bernadette | WN-I | B.A. | 9 | | | 17 | 0 | 26 |
| 57. Drake, Hoaliku | WN- | B.A. | | | X | 15 | 0 | 15 |
| 58. Drake, Joe | WN- | B.A. | | | X | 12 | 0 | 12 |
| 59. Dubois, Leo | WN-I | B.A. | | | X | 0 | 31 | 31 |
| 60. Dupuy, Kathryn | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 61. Durand, Vicky | WN- | | | | X | 6 | 0 | 6 |
| 62. Dutro, Audrey | WN-I | B.A. | | | X | 6 | 0 | 6 |
| 63. Enos, Eric | WN-I | M.A. | | | X | 6 | 0 | 6 |
| 64. Evans, Harriott | WN-III | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 65. Evans, Melton | WN-I | M.A. | 8 | | | 15 | 6 | 29 |
| 66. Florendo, Barry | WN-I | B.A. | | X | | 0 | 0 | 0 |
| 67. Fong, Edward | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 68. Freitas, Lucy | WN-III | B.A. | 10 | | | 0 | 0 | 10 |
| 69. Gabriel, Penelope | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 70. Gabriel, Robert | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 71. Garrett, Marva | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 72. Gatioan, Lindsay 03 | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 73. Glipá, Veronica | WN-I | B.A. | 15 | | | 6 | 30 | 51 |
| 74. Glushenko, Marianne | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 75. Glushenko, Ronald | WN-I | B.A. | | | X | 3 | 0 | 3 |
| 76. Guerrero, Ann Marie | WN-I | B.A. | 25 | | | 2 | 0 | 27 |
| 77. Guevin, Carol | WN-I | B.A. | 29 | | | 33 | 92 | 154 |
| 78. Guevin, Dennis | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 79. Guillen, Mark | WN-I | B.A. | 27 | | | 24 | 0 | 51 |
| 80. Gutina, Margaret | WN-III | B.A. | 7 | | | 84 | 0 | 91 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 81. Gutmonis, Loretta | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 82. Hager, Myra | WN-I | B.A. | | X | | 3 | 0 | 3 |
| 83. Hanakahi, Daniel | WN-I | B.A. | | | X | 24 | 0 | 24 |
| 84. Harris, Mary | WN-III | B.A. | | | X | 30 | 75 | 105 |
| 85. Hemmings, Lynda | WN-I | M.A. | | | X | 3 | 0 | 3 |
| 86. Hemmings, Mark | WN-I | M.A. | 8 | | | 20 | 0 | 28 |
| 87. Higa, James | WN-I | M.A. | 5 | | | 18 | 11 | 34 |
| 88. Higuchi, Sharon | WN-III | M.A. | | | X | 21 | 0 | 21 |
| 89. Hildreth, Eleanor | WN-I | M.A. | 5 | | | 0 | 0 | 5 |
| 90. Hoapili, Barbara | WN-III | M.A. | 8 | | | 30 | 9 | 47 |
| 91. Hoapili, Robert | WN-III | B.A. | | | X | 30 | 50 | 80 |
| 92. Hoopii, Yvonne | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 93. Hostler, Hobart | WN | M.A. | | | X | 6 | 0 | 6 |
| 94. Humphreys, Howard | WN-III | M.A. | | | X | 3 | 0 | 3 |
| 95. Ii, Angeline | WN-I | B.A. | 20 | | | 33 | 0 | 53 |
| 96. Ikaika, Marilou | WN-III | B.A. | 33 | | | 18 | 40 | 91 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 97. Ikaika, William | WN-I | B.A. | | X | | 30 | 0 | 30 |
| 98. Jacobe, Gordon | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 99. Jensen, Arthur | WN-I | B.A. | | | X | 0 | 40 | 40 |
| 100. Jensen, Doreen | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 101. Jensen, Kathleen | WN-I | M.A. | 4 | | | 0 | 0 | 4 |
| 102. Johnson, Alan | WN-III | M.A. | | | X | 3 | 0 | 3 |
| 103. Kaahaaina, Solomon | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 104. Kahaleoumi, Kathryn | WN-II | B.A. | | | X | 3 | 0 | 3 |
| 105. Kahawai, Charlotte | WN-I | B.A. | 18 | | | 0 | 0 | 18 |
| 106. Kai, Samson | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 107. Kai, Shirley | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 108. Kainoa, Annie | WN-I | B.A. | | | X | 12 | 0 | 12 |
| 109. Kaisa, Winona, | WN-I | B.A. | 4 | | | 3 | 0 | 12 |
| 110. Kaliko, Abraham | WN-I | B.A. | | X | | 3 | 0 | 3 |
| 111. Kaluna, Lorraine | WN-I | B.A. | 32 | | | 24 | 0 | 56 |
| 112. Kama, Elizabeth | WN-III | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 113. Kamaka, Mary | WN-III | B.A. | | X | | 6 | 0 | 6 |
| 114. Karlen, Christopher | WN-I | M.A. | 6 | | | 9 | 6 | 21 |
| 115. Katsuda, Tom | WN-III | B.A. | | | X | 9 | 0 | 9 |
| 116. Kaululaau, Pearl | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 117. Kealoha, Abraham | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 118. Keawe, Regina | WN-II | B.A. | | | X | 0 | 0 | 0 |
| 119. Kelii, Arviella | WN-I | B.A. | 7 | | | 45 | 0 | 52 |
| 120. Kilakalua, Charlotte | WN-I | B.A. | 37 | | | 0 | 0 | 37 |
| 121. Klausmeyer, Marie | WN-I | B.A. | | | X | 51 | 0 | 51 |
| 122. Kreutzer, Jay | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 123. Laa, Muriel | WN-I | B.A. | | | X | 3 | 0 | 3 |
| 124. Landford, Richard | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 125. Lapilio, Joseph | WN-III | M.A. | | | X | 12 | 0 | 12 |
| 126. Larita, Gaylien | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 127. Lavea, Josefina | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 128. Leapaga, Lala | WN-I | B.A. | 16 | | | 66 | 71 | 153 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 129. Lee, James | WN-III | B.A. | | | X | 12 | 0 | 12 |
| 130. Lee, Katherine | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 131. Leonida, John | WN-I | B.A./M.A. | 43 | | | 96 | 6 | 145 |
| 132. Libog, Dora | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 133. Ligsay, Thelma | WN-I | B.A. | 28 | | | 18 | 0 | 46 |
| 134. Lindley, Robert | WN-III | B.A. | | | X | 12 | 0 | 12 |
| 135. Lopes, Barbara | WN-I | B.A. | 20 | | | 3 | 0 | 23 |
| 136. Lopes, Regina | WN-III | B.A. | 10 | | | 60 | 48 | 118 |
| 137. Lopeż, Jane | WN-I | B.A. | | | X | 24 | 0 | 24 |
| 138. Losman, Barbara | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 139. Loving, Floyd | WN-I | B.A./M.A. | 40 | | | 87 | 22 | 149 |
| 140. Luna, Carol | WN-III | B.A. | | | X | 27 | 0 | 27 |
| 141. Maga, Lagituaiva | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 142. Mahaulu, Elizabeth | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 143. Mahelona, Isaac | WN-II | B.A. | | | X | 42 | 0 | 42 |
| 144. Mahoe, Shelly | WN-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMJ CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 145. Manner, Rosie | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 146. Manuel, Connie | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 147. Mapu. Faalemga | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 148. Mariano, Erma | WN-I | B.A. | | | X | 6 | 0 | 6 |
| 149. Markham, Richard | WN-III | M.A. | | | X | 0 | 0 | 0 |
| 150. Manuel, Daniel | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 151. Matautia, Aofia | WN-I | B.A. | 27 | | | 0 | 0 | 27 |
| 152. Matsumoto, Gloria | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 153. Matsushima, Andrea | WN-III | M.A. | | | X | 9 | 0 | 9 |
| 154. Maunakea, J.K. Mana | WN-I | B.A. | 44 | | | 21 | 0 | 65 |
| 155. Merry, Claire | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 156. Mersberg, Norman | WN-I | B.A. | | | X | 3 | 0 | 3 |
| 157. Metz, Marion | WN-I | M.A. | | | X | 6 | 0 | 6 |
| 158. Miles, Ellen | WN-I | B.A. | | | X | 32 | 0 | 32 |
| 159. Miller, Kaikona | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 160. Moriao, Paul | WN-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 161. Muehlenhard, Mildred | WN-I | B.A. | 24 | | | 78 | 0 | 102 |
| 162. Murray, Alma | WN-III | B.A. | | | X | 36 | 0 | 36 |
| 163. McComber, Monte | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 164. McCoy, Susan | WN-I | B.A. | 24 | | | 21 | 66 | 111 |
| 165. McFeeley, Lillian | WN-III | B.A. | | | X | 21 | 0 | 21 |
| 166. McFeeley, Margol | WN-III | B.A. | | X | | 9 | 0 | 9 |
| 167. McGrath, Karen | WN-I | M.A. | | X | | 0 | 0 | 0 |
| 168. Nahulu, Genevieve | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 169. Nainoa, Robert M. | WN-III | B.A. | | | X | 9 | 0 | 9 |
| 170. Naki, Christian K. | WN-I | B.A. | 10 | | | 24 | 0 | 34 |
| 171. Naki, Thomas K. | WN-I | B.A. | 20 | | | 9 | 0 | 29 |
| 172. Naone, Solomon | WN-II | B.A. | | | X | 0 | 0 | 0 |
| 173. Naylor, Sarah K. | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 174. Noa, Lawrence L. | WN-I | | 0 | | | 3 | 0 | 3 |
| 175. North, James E. | WN-III | B.A./M.A. | 60 | | | 75 | 0 | 135 |
| 176. Okimoto, Donald | WN-1 | M.A. | 6 | | | 36 | 0 | 42 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 177. Olander, Jeanne M. | WN-III | B.A. | | | X | 9 | 0 | 9 |
| 178. Omori, Florence M. | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 179. Ontai, Calvin W. | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 180. Orpilla, Shirley | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 181. Owen, Carol L. | WN-I | B.A. | 33 | | | 20 | 64 | 117 |
| 182. Owen, Francis D. | WN-III | B.A. | 12 | | | 6 | 0 | 18 |
| 183. Padayhag, Georgianna G. | WN-I | B.A. | 46 | | | 24 | 0 | 70 |
| 184. Pang, Alohalani A. | WN-I | B.A. | 26 | | | 44 | 0 | 70 |
| 185. Park, Kilikiua A. | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 186. Parks, Madeline | WN-I | M.A. | 8 | | | 27 | 3 | 38 |
| 187. Perreira, Marilyn G. | WN-I | B.A. | 45 | | | 2 | 0 | 47 |
| 188. Peters, Henry | WN-I | M.A. | | | X | 6 | 0 | 6 |
| 189. Pilago, Angel | WN-I | B.A. | 16 | | | 0 | 0 | 16 |
| 190. Poole, Margaret | WN-I | B.A. | 50 | | | 4 | 0 | 54 |
| 191. Purdy, Jr., George | WN-I | B.A. | 4 | | | 117 | 0 | 121 |
| 192. Rahl, Annie K. | WN-I | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 193. Sajulga, LeRoy R. | WN-I | B.A. | | | X | ? | 0 | 0 |
| 194. St. Germain, Raymond P. | WN-III | M.A. | 4 | | | 3 | 6 | 13 |
| 195. Santana, Elizabeth | WN-I | B.A. | | | X | 9 | 0 | 9 |
| 196. Scott, Nancy P. | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 197. Shapiro, Howard C. | WN-I | M.A. | | | X | 0 | 0 | 0 |
| 198. Silva, Theola | WN-I | B.A. | | | X | 39 | 0 | 39 |
| 199. Simoes, Charles M. | WN-I | B.A. | | X | | 3 | 0 | 3 |
| 200. Spotkaeff, Maryknoll K. | WN-III | B.A. | 21 | | | 51 | 0 | 72 |
| 201. Stevens, Mercy B. | WN-I | B.A. | 26 | | | 6 | 0 | 32 |
| 202. Tabili, David | WN-I | B.A. | 11 | | | 0 | 0 | 11 |
| 203. Takahara, Melvin T. | WN-I | B.A. | | | X | 2 | 0 | 2 |
| 204. Talisayan, Muriel R. | WN-I | B.A. | 24 | | | 9 | 0 | 33 |
| 205. Tamashiro, Wallace H. | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 206. Tavares, Kathleen O. | WN-I | B.A. | 40 | | | 18 | 0 | 58 |
| 207. Tengan, Vivian | WN-I | B.A. | 47 | | | 24 | 0 | 71 |
| 208. Thomas, Geraldine J. | WN-III | B.A. | | | X | 3 | 0 | 3 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 209. Topley, Elizabeth K. | WN-III | B.A. | | | X | 6 | 0 | 6 |
| 210. Turqueza, Rogelio R. | WN-III | B.A. | | | X | 15 | 0 | 15 |
| 211. Tyler, Jr., Charles | WN-I | B.A. | | | X | 0 | 0 | 0 |
| 212. Uyeda, Eunice E. | WN-I | B.A. | 41 | | | 9 | 0 | 50 |
| 213. Verzon, Johnny I. | WN-I | B.A. | 19 | | | 0 | 0 | 19 |
| 214. Vidinha, Sharon | WN-I | B.A. | 11 | | | 0 | 12 | 23 |
| 215. Vilmaire, Bettylou | WN-I | B.A. | 35 | | | 3 | 0 | 38 |
| 216. Waialae, Martha J. 63 | WN-III | B.A. | | | X | 12 | 0 | 12 |
| 217. White, Yvonne E. | WN-III | B.A. | | | X | 6 | 29 | 35 |
| 218. Williams, Mary J. | WN-I | B.A. | 28 | | | 0 | 0 | 28 |
| 219. Williams, Rose R. | WN-III | B.A. | | | X | 0 | 78 | 78 |
| 220. Wilson, Augustine J. | WN-I | B.A. | 14 | | | 6 | 0 | 20 |
| 221. Won, Daniel K. | WN-III | B.A. | | | X | 0 | 0 | 0 |
| 222. Wright, Mary K. | WN-I | B.A. | 13 | | | 0 | 0 | 13 |
| 223. Yamamoto, Ruth A. | WN-III | B.A. | | | X | 3 | 0 | 3 |
| 224. Yee, Ellen Y. | WN-II | B.A. | | | X | 0 | 0 | 0 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 225. Yiu-Lin, Lola C. | WN-I | B.A. | 6 | | | 3 | 0 | 9 |
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C. STUDENT LISTING FOR CATEGORY IV
(May 1974)

- D.E. application status
- CMU credits earned
- Transfer credits

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 1. Akiu, Sebastiana | IV | B.A. | | | x | 0 | 0 | 0 |
| 2. Anderson, Myron | IV | B.A. | | | x | 0 | 0 | 0 |
| 3. Aoki, Evelyn | IV | M.A. | | | x | 0 | 0 | 0 |
| 4. Bascetta, Carmelo | IV | B.A. | | | x | 0 | 0 | 0 |
| 5. Bates, John | IV | B.A. | | | x | 30 | 0 | 30 |
| 6. Bing, Robert | IV | B.A./M.A. | 49 | | | 37 | 54 | 140 |
| 7. Bing, Sherry | IV | B.A. | | | x | 24 | 15 | 39 |
| 8. Bunyan, Jeanne | IV | M.A. | | | x | 2 | 0 | 2 |
| 9. Callejo, Irene | IV | B.A. | | | x | 0 | 0 | 0 |
| 10. Camack, Patricia | IV | M.A. | | | x | 0 | 0 | 0 |
| 11. Camanga, Marietta | IV | B.A. | | | x | 6 | 0 | 6 |
| 12. Campos, Janet | IV | B.A. | | | x | 0 | 3 | 3 |
| 13. Campos, Michelle | IV | M.A. | | | x | 0 | 0 | 0 |
| 14. Cappo, Danny | IV | B.A. | | | x | 24 | 0 | 24 |
| 15. Cardona, Carlito | IV | B.A. | | | x | 3 | 18 | 21 |
| 16. Carpenter, Ruth | IV | B.A. | | | x | 15 | 31 | 46 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 17. Chong, Anita | IV | B.A. | | | x | 0 | 0 | 0 |
| 18. Chun, Stanley | IV | M.A. | | | x | 0 | 0 | 0 |
| 19. Corry, S. Charlotte | IV | B.A. | | | x | 0 | 0 | 0 |
| 20. Craddock, Shirley | IV | B.A. | 32 | | | 0 | 0 | 32 |
| 21. Cunningham, Carol | IV | B.A. | | | x | 3 | 0 | 3 |
| 22. Delisio, Gerard | IV | B.A. | | | x | 0 | 0 | 0 |
| 23. Dennis, Michael | IV | B.A. | | | x | 3 | 0 | 3 |
| 24. Dillon, Darlene | IV | M.A. | | | x | 0 | 0 | 0 |
| 25. Dodson, Katherine | IV | B.A. | 48 | | | 24 | 6 | 78 |
| 26. Domingo, Placido | IV | B.A. | | | x | 0 | 0 | 0 |
| 27. Erickson, Rae | IV | B.A. | | | x | 0 | 0 | 0 |
| 28. Fahrenwald, Evelyn | IV | B.A. | | | x | 3 | 0 | 3 |
| 29. Frederick, Ray | IV | B.A. | | | x | 0 | 0 | 0 |
| 30. Feher, Lynne | IV | B.A. | | | x | 33 | 33 | 66 |
| 31. Field, Thelma | IV | B.A. | | | x | 15 | 39 | 54 |
| 32. Finland, John | IV | B.A. | | | x | 15 | 0 | 15 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 33. Freitag, Robert | IV | M.A. | | | x | 0 | 0 | 0 |
| 34. Fujimoto, Anna Marie | IV | M.A. | | | x | 9 | 0 | 9 |
| 35. Fukuhara, Diane | IV | B.A. | | | x | 0 | 45 | 45 |
| 36. Gallipeau, John | IV | B.A. | | | x | 0 | 0 | 0 |
| 37. Gonzales, David | IV | B.A. | 36 | | | 0 | 0 | 36 |
| 38. Hamilton, Margaret | IV | M.A. | 6 | | | 15 | 0 | 21 |
| 39. Hendrie, Leslie | IV | B.A. | | | x | 3 | 9 | 12 |
| 40. Hirokawa, Raymond | IV | M.A. | | | x | 0 | 0 | 0 |
| 41. Ito, Charles | IV | M.A. | | | x | 0 | 0 | 0 |
| 42. Kaeo, Clyde | IV | B.A. | | | x | 0 | 0 | 0 |
| 43. Kaihara, Haruko | IV | | | | x | 0 | | |
| 44. Kamau, Althea | IV | M.A. | | | x | 0 | 0 | 0 |
| 45. Kelly, Karen | IV | M.A. | 9 | | | 15 | 0 | 24 |
| 46. Kialoa, Elizabeth | IV | B.A. | | | x | 0 | 0 | 0 |
| 47. Kuramoto, Allan | IV | | | | x | 3 | 0 | 3 |
| 48. LaBeff, Daniel | IV | M.A. | | x | | 9 | 4 | 13 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 49. Lania, Gladys | IV | B.A. | | | x | 24 | 0 | 24 |
| 50. Leland, George | IV | M.A. | | | x | 0 | 0 | 0 |
| 51. Manoe, Taagamanusina | IV | B.A. | | | x | 0 | 0 | 0 |
| 52. Mateo, Amparo | IV | M.A. | | | x | 0 | 0 | 0 |
| 53. Mau, David | IV | M.A. | | | x | 21 | 0 | 21 |
| 54. Mausali, Faasamoa | IV | B.A. | | | x | 0 | 0 | 0 |
| 55. Meszaros, Maureen | IV | B.A. | | | x | 24 | 0 | 24 |
| 56. Monohan, Edward | IV | B.A. | | | x | 15 | 0 | 15 |
| 57. Motooka, Joyce | IV | M.A. | | | x | 6 | 0 | 6 |
| 58. McCarthy, Jeff | IV | B.A. | | | x | 12 | 0 | 12 |
| 59. McKee, Robert | IV | B.A. | | | x | 0 | 0 | 0 |
| 60. Ogbonna, Omowale S. | IV | B.A. | | | x | 18 | 0 | 18 |
| 61. Okawaki, Patrick | IV | B.A. | | | x | 0 | 0 | 0 |
| 62. Olander, David | IV | B.A. | 6 | | | 33 | 59 | 98 |
| 63. Omine, Thomas | IV | B.A. | 12 | | | 12 | 40 | 64 |
| 64. Omon, Georgina | IV | B.A. | | | x | 3 | 0 | 3 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION CREDITS EARNED | D.E. EVALUATION EVALUATION PROCESS | D.E. EVALUATION DID NOT SUBMIT | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| 65. Pascua, Elizabeth | IV | B.A. | 40 | | | 0 | 0 | 40 |
| 66. Pluta, Dorothy | IV | B.A. | | | x | 0 | 0 | 0 |
| 67. Saari, Marian | IV | B.A. | | x | | 34 | 21 | 55 |
| 68. Seumanutafa, Talosa | IV | B.A. | | | x | 0 | 0 | 0 |
| 69. Shimotsu, Francis | IV | M.A. | | | x | 0 | 0 | 0 |
| 70. Snow, Namlyn | IV | M.A. | | | x | 0 | 0 | 0 |
| 71. Tamashiro, Karen | IV | B.A. | | | x | 3 | 0 | 3 |
| 72. Tamashiro, Wayne | IV | B.A. | | | x | 3 | 21 | 24 |
| 73. Thacker, John | IV | B.A. | 34 | | x | 27 | 0 | 61 |
| 74. Tsugawa, Gertrude | IV | B.A. | | | x | 3 | 0 | 3 |
| 75. Tsushima, Jeanne | IV | B.A. | | | x | 0 | 0 | 0 |
| 76. Vernon, Sally | IV | B.A. | | | x | 3 | 0 | 3 |
| 77. Von Wiegandt, Catherine | IV | B.A. | | | x | 0 | 0 | 0 |
| 78. Walsh, John | IV | B.A. | | | x | 9 | 0 | 9 |
| 79. Ware, Odessa | IV | B.A. | | | x | 0 | 0 | 0 |
| 80. Wilcox, Theodore | IV | B.A. | | | x | 3 | 0 | 3 |

| NAME | MNA | DEGREE SOUGHT | D.E. EVALUATION | | | CMU CREDITS (SEM. HRS.) | TRANSFER CREDITS (SEM. HRS.) | TOTAL CREDITS (SEM. HRS.) |
|---|---|---|---|---|---|---|---|---|
| | | | CREDITS EARNED | EVALUATION PROCESS | DID NOT SUBMIT | | | |
| 81. Williams, Georgiana | IV | B.A. | | | x | 3 | 0 | 3 |
| 82. Williams, James | IV | B.A. | | | x | 0 | 0 | 0 |
| 83. Wood, Richard | IV | B.A. | 17 | | | 0 | 52½ | 69½ |
| 84. Wright, Jr., Benjamin | IV | B.A. | | | x | 3 | 0 | 3 |
| 85. Young, Edward | IV | B.A. | | | x | 15 | 0 | |
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## Section V

## Data on all Model Cities Students Who Enrolled for Courses During FY 1974

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arakaki, P. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | | 3 | | 3 | 3 | | 3 | | 0 | 0 | 48 |
| Awana, L. | | | 3 | | 3 | | | | | | | | 3 | | | 3 | 3 | | | | 3 | | 3 | | I | | | 3 | 3 | 3 | | | 0 | 0 | 33 |
| Allen, K. | | | | | 3 | | 3 | | | | 3 | | 3 | | | 3 | 3 | | | | I | | 3 | | I | | | W | | W | 3 | 3 | 0 | | 33 |
| Apo, M. | | | | | 3 | | 3 | | 3 | | | | | | | 3 | 3 | | | | 3 | | I | | 3 | | | 3 | | 3 | W | I | 0 | 0 | 33 |
| Anthony, C. | | | | | | | 3 | | | | | | 3 | | | | | | | | W | | | | W | | | | | | | | 0 | 0 | 6 |
| Akana, P. | | | | | | | | 3 | | | | 3 | | I | | | | | I | | | I | | | | 3 | W | | | | | | | 0 | 0 | 18 |
| Arbeit, W. | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 0 | 6 |
| Au, G. | | | | | | | | | | | | I | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Akim, H. | | | | | | | | | | | | | | 3 | | 3 | 3 | | I | | | | | W | | W | W | | | | | | 0 | 0 | 12 |
| Akana, I. | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | | 0 | 0 | 0 |
| Adams, E. | | | | | | | | | | | | | | | | | | | | I | | 3 | | I | | W | 3 | | | | | | 0 | 0 | 12 |
| Atisanoe, L. | | | | | | | | | | | | | | | | | | | | | W | | I | | I | | | W | | W | | | 0 | 0 | 6 |
| Andrews, D. | | | | | | | | | | | | | | | | | | | | | | | 3 | | W | | | | | 3 | | | 0 | 0 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boggs, R. | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | | 3 | | 3 | | W | | | 3 | | 3 | 3 | 3 | | | 3 | 6 | 54 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bates, J. | | | | | | | | | | | 3 | | 3 | | | 3 | 3 | | 3 | | 3 | | 3 | | | | | 3 | 3 | 3 | | | | 3 | 6 | 30 |
| Borja, J. | | | | | | | | | | | | 3 | 3 | | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | 3 | | 3 | 3 | | 0 | 0 | 39 |
| Bartlett, R. | | | | | | | | | | | | | 3 | | | | I | | | | 3 | | | | 3 | | | | 3 | | | | | 0 | 39 | 54 |
| Bing, R. | | | | | | | | | | | | | | | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | 3 | | | 10 | 49 | 86 |
| Bing, S. | | | | | | | | | | | | | | | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | 3 | | | 0 | 0 | 27 |
| Balicanta, A. | | | | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Berthoud, E. | | | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | 0 | 5 | 5 |
| Brede, D. | | | | | | | | | | | | | | | | | | | | | I | | W | | I | | | | | | | | | 0 | 0 | 6 |
| Brede, H. | | | | | | | | | | | | | | | | | | | | | I | | W | | W | | | | | | | | | 0 | 0 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collins, R.J. | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Cuizon, J.R. | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Czechowicz, L. | 3 | | 3 | | | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 6 |
| Czechowicz, P. | 3 | | 3 | | | | W | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 2 | 11 |
| Castenares, E. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 13 | 55 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chapman, B. | | | | | 3 | | | | | | | | | | | | | | | | 3 | | | | 3 | | | 3 | W | 3 | 3 | 3 | | 0 | 0 | 21 |
| Ching, C. | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Choo, C. | | | | | | | | | | 3 | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | | 3 | | 3 | 3 | | 3 | | | | | 0 | 0 | 33 |
| Christian, J. | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Cordes, E. | | | | | | | | | | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | I | | | 3 | W | 3 | | | | 0 | 0 | 27 |
| Cordes, M. | | | | | | | | | | | 3 | | 3 | | | 3 | I | | | | 3 | | 3 | | I | | | 3 | 3 | 3 | | | | 0 | 0 | 30 |
| Cappo, D. | | | | | | | | | | | | 3 | | 3 | | | | | 3 | 3 | | 3 | | 3 | | 3 | 3 | | W | | | | | 0 | 0 | 24 |
| Cummings, C. | | | | | | | | | | | | 3 | | 3 | 3 | | | 3 | 3 | | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 0 | 27 |
| Cummings, J. | | | | | | | | | | | | 3 | | 3 | | | | 3 | 3 | | | 3 | | 3 | | 3 | I | | | | | | | 0 | 0 | 24 |
| Calicdan, M. | | | | | | | | | | | | 3 | | | | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 0 | 24 |
| Char, M. | | | | | | | | | | | | | 3 | | | 3 | | | | | 3 | | 3 | | 3 | | | 3 | W | 3 | | | | 0 | 0 | 21 |
| Cordeiro, S. | | | | | | | | | | | | | 3 | | | | | | | | I | | | | | | | | | | | | | 0 | 0 | 6 |
| Carpenter, R. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 0 | 18 |
| Camack, P. | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | | | | | | | | | | | 0 | 0 | 6 |
| Cardona, C. | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | 0 | 0 | 3 |
| Carroll, P. | | | | | | | | | | | | | | | | | | | | I | | | | W | | W | | | | | | | | 0 | 0 | 3 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Christian, B. | | | | | | | | | | | | | | | | | | | | 3 | | | | 3 | | 3 | | 3 | | | 3 | | | 3 | 0 | 18 |
| Cunningham, C. | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | 0 | 0 | 3 |
| Camanga, M. | | | | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | | | | | | | 0 | 0 | 6 |
| Caminos, V. | | | | | | | | | | | | | | | | | | | | | | | | | I | | | W | | | | | | 0 | 0 | 3 |
| Concepcion, L. | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | 3 | W | 3 | | | | 0 | 0 | 9 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dezafra, E. | 0 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | W | 3 | | | | I | | 3 | | I | | | 3 | W | 3 | | | | 0 | 0 | 36 |
| Dryer, C. | | I | | 3 | | | | 3 | | 3 | | 3 | | 3 | | | | I | 3 | 3 | | 3 | | 3 | | I | I | | | | 3 | 3 | | 0 | 0 | 45 |
| Duff, V. | | 3 | | | | | | 3 | | | | | | 3 | | | | | | | | | | | 3 | | | | | 3 | | | | 0 | 0 | 15 |
| Dagdagan, L. | | | | | | | 3 | | | | | 3 | | I | | | | | | | | | | | | | | | | | | | | 0 | 0 | 9 |
| Dupuy, K. | | | | | | | | | | | 3 | | | | | | I | | | | W | | | | | | | | | | | | | 0 | 0 | 6 |
| Dennis, M. | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Davis, M. | | | | | | | | | | | | W | | 3 | | | | | 3 | | | I | | | | W | W | | W | | | | | 0 | 0 | 9 |
| Dodson, K. | | | | | | | | | | | | 3 | 3 | | 3 | | | 3 | W | 3 | W | 3 | | 3 | | 3 | 3 | | | | | | | 6 | 48 | 81 |
| Downey, B. | | | | | | | | | | | | | | 3 | | | I | | | | | | W | | I | | | W | | W | | | | 0 | 0 | 9 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Durand, V. | | | | | | | | | | | | | | | | | | | | | I | | 3 | | 3 | | | | | | | | | | 0 | 0 | 9 |
| Drake, H. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | 3 | | | 0 | 0 | 12 |
| Drake, J. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | 3 | | | 0 | 0 | 12 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enos, M. | | | | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Evans, H. | | | | | | | 3 | | | | | | | | | | | | | | | | W | | | | | | | | | | | 0 | 0 | 3 |
| Evans, M. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | W | 3 | | 3 | | 0 | 0 | 9 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Felipe, F. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | I | | 3 | 3 | | | | | 3 | | 0 | 0 | 45 |
| Fujishima, F. | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| Fukino, J. | | | | 3 | | 3 | | | | | | 3 | | 3 | | | | 3 | 3 | | | | | | | | | | | | | | | 0 | 0 | 18 |
| Funakoshi, D. | | | | | | | | | | 3 | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | | 3 | | W | 3 | | | | W | 3 | | 0 | 0 | 30 |
| Feher, L. | | | | | | | | | | | | 3 | 3 | | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | 3 | 3 | 3 | 3 | | 0 | 0 | 42 |
| Fujimoto, A. | | | | | | | | | | | | 3 | | | | | | 3 | | | | 3 | | | | | | | | | | | | 0 | 0 | 9 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Field, T. | | | | | | | | | | | | | 3 | | | | 3 | | 3 | 3 | | 3 | | | | | 3 | | | | | | | 0 | 0 | 18 |
| Fujioka, M. | | | | | | | | | | | | | | 3 | | | | | 3 | 3 | | | | | | | | | | | | | | 0 | 0 | 9 |
| Finland, J. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | 3 | W | | | | | | | 0 | 0 | 15 |
| Fukino, R. | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | | | 0 | 0 | 0 |
| Fahrenwald, E. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | 0 | 0 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gutina, M. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | | | | 3 | 3 | 3 | | I | | 3 | 7 | 58 |
| Gamurot, J. | | 3 | | 3 | | | | | | | | | | 3 | 3 | | | | | | | 3 | | 3 | | 3 | 3 | | 3 | | 3 | 3 | | 0 | 17 | 53 |
| Guevin, C. | | | | | | | I | | | | 3 | | 3 | | | 3 | 3 | | | | | | 3 | | I | | | 3 | | | | | | 0 | 0 | 24 |
| Garner, J. | | | | | | | | | | | | 3 | | | | | | | W | | | I | | W | | | | | | | | | | 0 | 0 | 6 |
| Gilmore, E. | | | | | | | | | | | | | | | | | | | W | 3 | | 3 | | 3 | | 3 | 3 | | | | 3 | 3 | | 0 | 0 | 21 |
| Grier, G. | | | | | | | | | | | | | | | | | | | | I | | 3 | | | | | | | | | | | | 0 | 0 | 6 |
| Gutmanis, L. | | | | | | | | | | | | | | | | | | | | | | | | | I | | | W | | | | | | 0 | 0 | 3 |
| Goo, V. | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | | | | 3 | 3 | | 0 | 0 | 12 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hoapili, B. | 3 | | 3 | | | | | | | | 3 | | 3 | | | | 3 | | | | 3 | | | W | | | | | | 3 | | | | 6 | 8 | 35 |
| Hall, M. | | 3 | | | | 3 | | | | 3 | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | | 3 | | 3 | 3 | | | | | 3 | | 0 | 0 | 39 |
| Hidalgo, F. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | | 3 | | 3 | | 3 | I | | | | X | 3 | | 0 | 9 | 48 |
| Hoke, R. | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Harris, M. | | | | | | | | | | | 3 | | 3 | | | 3 | | 3 | | | 3 | | 3 | | I | | | 3 | 3 | 3 | | | | 0 | 0 | 30 |
| Higa, J. | | | | | | | | | | | 3 | | | | | 3 | | 3 | | | | | | 3 | | | | | W | 3 | | | | 3 | 5 | 23 |
| Higuchi, S. | | | | | | | | | | | 3 | | 3 | | | | 3 | | | | 3 | | 3 | | I | | | 3 | W | X | | | | 0 | 0 | 21 |
| Hostler, H. | | | | | | | | | | | | 3 | 3 | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 6 |
| Hoapili, R. | | | | | | | | | | | | | 3 | | | 3 | 3 | | | | 3 | | 3 | | | I | | I | 3 | 3 | 3 | 3 | | 0 | 0 | 33 |
| Hendrie, L. | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Humphrey, H. | | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Hauge, D. | | | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | 0 | 0 | 0 |
| Hall, C. | | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | 3 | 3 | | | | 3 | 3 | | 0 | 0 | 18 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ii, A. | 3 | | | | | | | | | | 3 | | | I | | | I | | | W | | | | | W | | | | | | | | | 0 | 0 | 12 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ikaika, W. | | | | | | | | | | 3 | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | | 3 | | 3 | 3 | | | | 3 | | | 0 | 60 | 93 |
| Ikaika, M. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | 3 | | | 0 | 33 | 54 |
| Iwai, G. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 0 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jhoo, V. | | | | W | | | | | | | | I | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Jacobe, J. | | | | | | | | | | | | | | | | | | | W | W | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Karlen, C. | 3 | | | | | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Kelii, A. | 3 | | 3 | | 3 | | | | | | 3 | | | 3 | | W | I | | | | | | | | I | | | | | | | | | 0 | 0 | 21 |
| Klausmeyer, M. | | I | 3 | | 3 | | 3 | | | | 3 | | 3 | | | 3 | 3 | | | | I | | 3 | | I | | | 3 | 3 | 3 | 3 | 3 | | 0 | 0 | 51 |
| Kahaleoumi, K. | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Kimura, N. | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 9 | 0 | 12 |
| Kuramoto, A. | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Kamaka, M. | | | | | | | | | | | I | | 3 | | | | | | | | W | | | | W | | | | W | | | | | 0 | 0 | 6 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 445 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kwock, J. | | | | | | | | | | | | 3 | | | | | | 3 | W | W | | 3 | | | | | I | | | | | | | 0 | 0 | 12 |
| Kahaleiwi, R. | | | | | | | | | | | | I | | I | | | | | | | | W | | W | | | | | | | | | | 3 | 0 | 9 |
| Kidder, M. | | | | | | | | | | | | | | | | | | | | | | | | | I | | | | W | | | | | 0 | 0 | 3 |
| Katsuda, T. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | | 3 | | 0 | 0 | 12 |
| Kreutzer, J. | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | W | | | | | 0 | 0 | 3 |
| Kelly, Karen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 0 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leapaga, L. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | | | I | I | | | | 3 | W | I | | | | 0 | 16 | 55 |
| Leonida, J. | 3 | | 3 | | 3 | | 3 | | | | | | | | | 3 | | | | | 3 | 3 | | W | | | | | | 3 | | | 6 | 0 | 30 |
| Lopes, R. | 3 | | | | | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | 3 | | | 3 | 3 | 3 | 3 | 3 | | 3 | 4 | 52 |
| Lopez, J. | 3 | | 3 | | 3 | | | | | | W | | 3 | | | | 3 | | | | W | | | | I | | | W | W | | | | | 0 | 0 | 18 |
| Loving, F. | 3 | | 3 | | 3 | | 3 | | | | 3 | | 3 | | | | | | | | 3 | | 3 | | 3 | | | 3 | | 3 | 3 | | | 0 | 40 | 82 |
| Luna, C. | 3 | | | | 3 | | | | 3 | | 3 | | 3 | | | 3 | 3 | | | | I | W | W | | | | | | | | | | | 0 | 0 | 24 |
| Lim, G. | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 10 | 19 |
| Loo, A. | | | 3 | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | 0 | 5 | 11 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Loo, H. | | | | | | | | | | | | 3 | | | 3 | | | | 3 | 3 | | 3 | | 3 | | 3 | I | | | | | | | 3 | 0 | 27 |
| Lincoln, L. | | | | | | | | | | | | 3 | | | | | | | | W | | I | | W | | | | | | | | | | 0 | 0 | 6 |
| Lania, G. | | | | | | | | | | | | | | | 3 | | | 3 | 3 | 3 | | 3 | | I | | 3 | 3 | | | | | | | 0 | 0 | 24 |
| LaBeff, D. | | | | | | | | | | | | | | | | | | | 3 | | | 3 | | | | | | | | | | 3 | | 0 | 0 | 9 |
| Lucas, W. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | W | W | | | | | | | 0 | 29 | 41 |
| Lapilio, J. | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | I | | | | | W | | | | 0 | 0 | 9 |
| Lee, J. | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | 3 | | | 3 | | | | | | 0 | 0 | 12 |
| Lowry, C. | | | | | | | | | | | | | | | | | | | | | I | | | | I | | | W | | | | | | 0 | 0 | 6 |
| Lindley, R. | | | | | | | | | | | | | | | | | | | | | | | 3 | | I | | | 3 | | | 3 | 3 | | 3 | 0 | 18 |
| Laa, M. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | W | | | | 0 | 0 | 0 |
| Larita, G. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | W | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mahelona, I. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | I | | | 3 | W | 3 | | | | 0 | 0 | 42 |
| Muehlenhard, M. | 3 | | 3 | | 3 | | 3 | | | | 3 | | 3 | | | 3 | 3 | | | | I | | 3 | | I | 3 | | 3 | 3 | | 3 | I | | 0 | 1 | 39 |
| McKee, M. | | | | 3 | | | | 3 | | 3 | | 3 | | 3 | | | | | | 3 | | 3 | | 3 | | 3 | W | | | | | | | 0 | 0 | 27 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| McKnight, G. | | | | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| McFeeley, L. | | | | | | 3 | | | | | | | | | | | | | | | I | | | | W | | | | | W | | | | 0 | 0 | 6 |
| McFeeley, M. | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Miles, E. | | | | | | | 3 | | 3 | | | | 3 | | | 3 | 3 | | | | I | | | | W | | | W | 3 | | | | | 0 | 0 | 21 |
| Misipeka, I. | | | | | | | | 3 | | | | 3 | | X | | | | 3 | | I | | | | | | 3 | 3 | | | | | | | 0 | 2 | 20 |
| Matsushima, A. | | | | | | | | | | | | 3 | | | | | | | | | | | 3 | | I | | | | | W | | | | 0 | 0 | 9 |
| Maunakea, M. | | | | | | | | | | | | | 3 | | | W | 3 | | | | | | 3 | | | | | | | | | | | 0 | 0 | 9 |
| Neszaros, M. | | | | | | | | | | | | | 3 | | | 3 | 3 | | | | | | 3 | | I | 3 | | 3 | | | | 3 | | 0 | 0 | 24 |
| Murray, A. | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | 3 | | 3 | | 3 | | 3 | 3 | | 3 | 3 | 3 | 3 | | 0 | 0 | 30 |
| Matsumoto, G. | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Mau, D. | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 0 | 21 |
| McCarthy, J. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | 3 | | | | | | | | 3 | 0 | 12 |
| Monohan, F. | | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | 3 | | 3 | | | | | | | | 3 | 0 | 18 |
| Motooka, J. | | | | | | | | | | | | | | | | | | | 3 | 3 | | | | | | | | | | | | | | 0 | 0 | 6 |
| McCoy, S. | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | 3 | | | | | | 0 | 6 | 12 |
| Matsuura, A. | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | 0 | 0 | 3 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | E.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Merry, C. | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | 0 | 0 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| North, J. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | 3 | | | 3 | 3 | 3 | | I | | 0 | 0 | 48 |
| Nishihara, E. | | | | | | | | | | | | 3 | | X | | | | | | 3 | | W | | | | I | | | | | | | | 0 | 0 | 9 |
| Narvaez, R. | | | | | | | | | | | | 3 | | 0 | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Nainoa, R. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | W | I | | | | 0 | 0 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Okimoto, D. | | | 3 | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | 9 | 0 | 15 |
| Ota, J. | | | | 3 | | 3 | | | | 3 | | 3 | | 0 | | | | | W | 3 | | 3 | | 3 | | W | | | | | | | | 0 | 9 | 30 |
| Olander, D. | | | | | | | | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | 3 | | | 3 | W | 3 | | | | 6 | 6 | 42 |
| O'Neil, V. | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | 6 | 0 | 9 |
| Okahashi, M. | | | | | | | | | | | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | W | | 3 | 3 | | | | | | | 7 | 14 | 48 |
| Omon, G. | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Ogbonna, O. | | | | | | | | | | | | | | | | | 3 | | | | 3 | | 3 | | 3 | | | 3 | | 3 | | | | 0 | 0 | 18 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Omine, T. | | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | | 3 | 3 | | | | 3 | | | 0 | 12 | 27 |
| Omokawa, J. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | 0 | 0 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pang, A. | 3 | | 3 | | | | 3 | | | | 3 | | | 3 | | W | 3 | | | | | | W | | W | | | W | | I | 3 | | | 0 | 0 | 24 |
| Purdy, G. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | 3 | 3 | | 3 | | | | 3 | 3 | | | | 3 | 3 | 3 | 3 | | | 6 | 0 | 57 |
| Pasadaba, A. | | 3 | | 3 | 3 | | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | | 3 | | 3 | | 3 | I | | | | X | 3 | | 0 | 0 | 42 |
| Parks, M. | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Paraz, B. | | | | 3 | | | | 3 | | 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 9 |
| Purcell, A. | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Paraz, A. | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Peahi, A. | | | | | | | | | | | | | | | | | | | | | | | | | W | | | W | | | | | | 0 | 0 | 0 |
| Peters, C. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | I | | | 0 | 0 | 9 |
| Padayhag, G. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | W | 3 | | | | 0 | 0 | 3 |
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| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Quinidica, R. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | W | | | | 0 | 0 | 0 |
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| Roxburgh, H. | | | | | | | | 3 | | | | 3 | | | | | | 3 | | | | | | | | | | | | | | | | 0 | 0 | 9 |
| Royal, E. | | | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | 0 | 0 | 0 |
| Ramsey, D. | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | W | 3 | | | | | 0 | 0 | 6 |
| Ramiquez, M. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | W | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spockaeff, M. | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | | 3 | 3 | | | | 3 | | 3 | | 3 | | | 3 | 3 | 3 | | | | 3 | 21 | 69 |
| Saludez, J. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | | | | | | | | | | | | | | | | | | | | | 3 | 0 | 18 |
| Santiago, E. | | I | | | | | | | | | | 3 | | I | | | | | 3 | W | | W | | | | | | | | | | | | 0 | 0 | 12 |
| Shimabuku, S. | | 3 | | 3 | | | | 3 | | 3 | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | W | 3 | | W | | | | | 0 | 8 | |
| Seward, A. | | | | 3 | | | | | | | | I | | 0 | | | 3 | | | | | | | | | | | | | | | | | 0 | 0 | 9 |
| Saycon, F. | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Silva, T. | | | | | | | | | | | I | | 3 | | | 3 | 3 | | | | I | | | | I | | | 3 | | I | | | | 0 | 0 | 24 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GDE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stone, A. | | | | | | | | | | | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | | | 0 | 0 | 30 |
| Saari, M. | | | | | | | | | | | | 3 | | 3 | | 3 | I | | | | | | 3 | 3 | | 3 | | 3 | | | | | | 13 | 0 | 37 |
| Siania, P | | | | | | | | | | | | | | 3 | | | | 3 | | | | | | | | | | | | | 3 | | | 0 | 0 | 9 |
| Stone, D. | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | | | | | 0 | 0 | 0 |
| Schell, B. | | | | | | | | | | | | | | | | | | | | | | | W | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timas, A. | | 3 | 3 | | | | | | | 3 | | 3 | | 3 | | | | | 3 | 3 | | 3 | | 3 | | 3 | 3 | | | | | 3 | | 0 | 0 | 36 |
| Tavares, K. | | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| Tengan, V. | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | 3 | | | | | | 0 | 0 | 6 |
| Tsugawa, G. | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Thacker, J. | | | | | | | | | | | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | | | W | | W | | | | | | | | 0 | 34 | 52 |
| Tinoga, C. | | | | | | | | | | | | | 3 | | | 3 | 3 | | | | I | | 3 | | I | | | 3 | W | 3 | W | | | 0 | 0 | 24 |
| Tanida, M. | | | | | | | | | | | | | | | 3 | | | | 3 | 3 | | W | | 3 | | 3 | | | | | | | | 0 | 0 | 15 |
| Taniguchi, J. | | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Talisayan, M. | | | | | | | | | | | | | | | | | I | | | | W | | | | W | | | W | | | | | | 0 | 0 | 3 |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Tamashiro, K | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | | 0 | 0 | 6 |
| Tamashiro, W. | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | | 0 | 0 | 6 |
| Tong, J. | | | | | | | | | | | | | | | | | | | 3 | | | 3 | | | | 3 | 3 | | | | | | | 0 | 0 | 12 |
| Tucker, R. | | | | | | | | | | | | | | | | | | | | | | W | | 3 | | 3 | | | | | 3 | 3 | | 0 | 0 | 12 |
| Topley, E. | | | | | | | | | | | | | | | | | | | | | | | W | | I | | | W | | | I | | | 0 | 0 | 6 |
| Tong, Y. | | | | | | | | | | | | | | | | | | | | | | | | | W | | | W | | | | | | 0 | 0 | 0 |
| Turqueza, R. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | 3 | 3 | | 0 | 0 | 15 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Uemura, D. | | W | | 3 | | | | 3 | | 3 | | 3 | | 3 | | | | | | | | W | | W | | | | | | | W | | | 0 | 0 | 15 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Varner, K. | | | | | | | | | | | | | | | | | | | | | | | | | | W | | | | | | | | 0 | 0 | 0 |
| Vernon, S. | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 3 | | | | | | | 0 | 0 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| NAME / COURSE | HEC 421 | PSY 212 | ANT 428 | SDA 241 | SDA 357 | B&A 385 | PSC 466 | B&A 446 | B&A 446 | SOC 217 | SOC 469 | SOC 329 | SOC 217 | HST 397 | BED 221 | PSY 409 | SOC 329 | SOC 431 | ANT 300 | PSY 409 | HST 397 | GCE 403 | SOC 431 | GEO 475 | ANT 300 | HEC 450 | HEC 420 | GCE 403 | ECO 471 | B&A 470 | PSC 497 | GCE 420 | | I.S. | D.E. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Whinehookae, A. | | | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| West, J. | | | | | | | | | | | | I | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Wright, B. | | | | | | | | | | | | 3 | | 3 | 3 | | | 3 | 3 | 3 | | 3 | | 3 | | 3 | 3 | | W | | | | | 0 | 0 | 30 |
| Waialae, M. | | | | | | | | | | | | | | | 3 | | 3 | | | | I | | W | | I | | | | | | | | | 0 | 0 | 12 |
| Walsh, J. | | | | | | | | | | | | | | | | | | | | | | 3 | | | | I | | | | | | 3 | | 0 | 0 | 9 |
| Williams, G. | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | | 0 | 0 | 3 |
| Wilcox, T. | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 0 | 0 | 3 |
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| Yaw, M. | | 3 | | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Yamamoto, R. | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| Yamashiro, M. | | | | | | | | | | | 3 | | | 3 | | 3 | | 3 | | | | 3 | | 3 | | 3 | 3 | | | | | | | 6 | 0 | 30 |
| Young, E. | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 3 | 3 | | | 0 | 0 | 12 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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# Section VI

## Course Schedule for the Honolulu Model Cities Program

## February 1972 - June 1974

COMPLETED COURSE SCHEDULE
FOR HONOLULU MODEL CITIES PROGRAM
April 1972 - June 1974

| | COURSES | COURSE TITLE | SEM. HRS. | INSTRUCTOR | LOCATION | DATES |
|---|---|---|---|---|---|---|
| 1. | REC 11[illegible] | Introduction to Recreation | 2 | Ms. C. Tavares | WN/KP | April - May |
| 2. | REC 206 | Activities of the Recreation Program | 3 | Ms. C. Tavares | WN/KP | April - May |
| 3. | REC 251 | Teaching of Outdoor Skills | 3 | Ms. C. Tavares | WN/KP | April - May |
| 4. | REC 302 | Playgrounds & Community Centers | 3 | Ms. C. Tavares | WN/KP | April - May |
| 5. | REC 315 | Field Course in Minicipal Recreation | 5 | Ms. C. Tavares | WN/KP | April - May |
| 6. | REC 335 | Water Safety & the Teaching of Aquatics | 2 | Ms. C. Tavares | WN/KP | April - May |
| 7. | PSC 201 | Introduction to American Government | 3 | Dr. R. Prizzia | WN | May 26 - June 10 |
| 8. | ECO 201 | Principles of Economics | 3 | Dr. N. Lefton | KP | May 26 - June 10 |
| 9. | PSC 201 | Introduction to American Government | 3 | Dr. R. Prizzia | KP | June 9 - June 24 |
| 10. | ECO 201 | Principles of Economics | 3 | Dr. N. Lefton | WN | June 9 - June 24 |
| 11. | BUS 455 | Communication & Management | 3 | Dr. P. Staudohar | WN | June 30 - July 15 |
| 12. | ECO 202 | Economic Problems | 3 | Dr. N. Lefton | KP | June 30 - July 15 |
| 13. | BUS 320 | Personnel Management | 3 | Dr. P. Staudohar | KP | July 14 - July 29 |
| 14. | PSC 201 | Introduction to American Government | 3 | Dr. R. Prizzia | WN/KP | July 14 - July 29 |
| 15. | PSC 497 | Special Topics in Industrial Education: Successful Leadership Action | 3 | Dr. D. Burhans | KP | August 4 - August 18 |
| 16. | BUS 320 | Personnel Management | 3 | Dr. P. Staudohar | KP | August 4 - August 19 |
| 17. | PSC 323 | American Parties & Politics | 3 | Dr. R. Prizzia | KP | August 17 - Sept. 2 |
| 18. | EAD 467 | Principles of Community Education | 3 | Mr. M. Dixon | KP | Sept. 8 - Sept. 23 |

| | COURSES | COURSE TITLE | SEM. HRS. | INSTRUCTOR | LOCATION | DATES |
|---|---|---|---|---|---|---|
| 19. | PSY 309 | Social Psychology | 3 | Dr. Brein | WN | Sept. 8 - Sept. 23 |
| 20. | GEO 340 | Urban Geography | 3 | Mr. Warfel | WN/KP | Sept. 22 - Oct. 7 |
| 21. | SOC 275 | Urban Sociology | 3 | Ms. Lind | KP | Oct. 13 - Oct. 28 |
| 22. | PER 201 | Human Relations | 3 | Dr. Fujita | WN | Oct. 13 - Oct. 28 |
| 23. | PSC 483 | Survey Research | 3 | Dr. Cahill | WN/KP | Oct. 27 - Nov. 11 |
| 24. | HEC 297 | Special Studies in HEC: Work with Parents | 3 | Mr. Dohemann | KP | Nov. 16 - Dec. 2 |
| 25. | PSY 100 | Introduction to Psychology | 3 | Dr. Brein | WN/KP | Dec. 1 - Dec. 16 |
| 26. | SSC 597 | Special Topics in Social Sciences: U.S. Super Power Since 1945 | 3 | Dr. Johnson | WN/KP | Nov. 14 - Jan. 23 |
| 27. | BUS 329 | Management Information Systems | 3 | Mr. Walker | WN/KP | Jan. 4 - Jan. 20 |
| 28. | SOC 261 | Introduction to Research Methods | 3 | Dr. Cahill | WN/KP | Jan. 19 - Feb.3 |
| 29. | SPE 463 | Disadvantaged Children & Youth | 3 | Mr. Baines | WN | Feb. 8 - Feb. 24 |
| 30. | HEC 317 | Community Health | 3 | Dr. Gilbert | WN/KP | Feb. 23 - March 10 |
| 31. | SPE 463 | Disadvantaged Children & Youth | 3 | Mr. Baines | KP | March 16 - March 31 |
| 32. | PER 210 | Human Relations | 3 | Dr. Cade | KP | March 16 - March 31 |
| 33. | B&A 548/348 | Organizational Behavior & Change | 3 | Dr. Portwood | WN/KP | March 30 - April 21 |
| 34. | PSY 212 | Adolescent Psychology | 3 | Dr. Perry | WN | March 30 - April 14 |
| 35. | HEC 333 | Family Relations | 3 | Dr. Deutch | KP | March 30 - April 14 |
| 36. | IET 421 | The Study of American Industry | 3 | Dr. Burhans | KP | April 27 - May 12 |
| 37. | ENG 302 | Technical & Professional Report Writing | 3 | Mr. Savage | WN | April 27 - May 12 |

| | COURSES | COURSE TITLE | SEM. HRS. | INSTRUCTOR | LOCATION | DATES |
|---|---|---|---|---|---|---|
| 38. | HEC 333 | Family Relations | 3 | Dr. Deutch | WN | May 11 - May 26 |
| 39. | PSC 466 | Politics & Policy in Urban Communities | 3 | Dr. Prizzia | KP | May 11 - May 26 |
| 40. | ENG 302 | Technical & Professional Report Writing | 3 | Mr. Savage | KP | June 1 - June 16 |
| 41. | B&A 385 | Techniques of Decision Making I | 3 | Dr. Portwood | WN | June 1 - June 16 |
| 42. | HEC 421 | Seminar: Management Problems of Low Income Families | 3 | Ms. Lind | KP | June 15 - June 30 |
| 43. | SDA 241 | Foundations of Communication Theory | 3 | Mr. Rea | WN | June 15 - June 30 |
| 44. | HEC 421 | Seminar: Management Problems of Low Income Families | 3 | Ms. Lind | WN | July 7 - July 21 |
| 45. | PSY 212 | Adolescent Psychology | 3 | Dr. Perry | KP | July 7 - July 21 |
| 46. | ANT 428 | Ecological Anthropology | 3 | Dr. Burhans | WN | July 27 - August 10 |
| 47. | SDA 241 | Foundation of Communication Theory | 3 | Mr. Rea | KP | July 27 - August 10 |
| 48. | SDA 357 | Public Speaking | 3 | Ms. Hymer | WN | August 11 - August 25 |
| 49. | B&A 385 | Techniques of Decision Making I | 3 | Dr. Portwood | KP | August 11 - August 25 |
| 50. | PSC 466 | Politics & Policy in Urban Communities | 3 | Dr. Prizzia | WN | August 31 - Sept. 14 |
| 51. | B&A 446 | Industrial Relations | 3 | Dr. Staudohar | KP | August 31 - Sept. 14 |
| 52. | B&A 446 | Industrial Relations | 3 | Dr. Staudohar | WN | Sept. 15 - Sept. 29 |
| 53. | SOC 217 | Fields of Social Work | 3 | Ms. Chong | KP | Sept. 15 - Sept. 29 |
| 54. | SOC 469 | Society and Sex | 3 | Dr. Deutch | WN | Oct. 7 - Oct. 26 |
| 55. | SOC 329 | Collective Behavior | 3 | Mr. Rahsaan | KP | Oct. 7 - Oct. 26 |
| 56. | SOC 217 | Fields of Social Work | 3 | Ms. Chong | WN | Oct. 27 - Nov. 10 |

| | COURSES | COURSE TITLE | SEM. HRS. | INSTRUCTOR | LOCATION | DATES |
|---|---|---|---|---|---|---|
| 57. | HST 397 | Hawaiian History & Contemporary Problems | 3 | Mr. Kamakawiwoole | KP | Oct. 27 - Nov. 10 |
| 58. | BED 221 | Introduction to Data Processing | 3 | Dr. Portwood | KP | Nov. 11 - Nov. 30 |
| 59. | PSY 409 | Group Dynamics | 3 | Dr. Perry | WN | Nov. 18 - Dec. 22 |
| 60. | SOC 329 | Collective Behavior | 3 | Mr. Rahsaan | WN | Dec. 1 - Dec. 15 |
| 61. | SOC 431 | Seminar in the Community | 3 | Mr. White | KP | Dec. 1 - Dec. 15 |
| 62. | ANT 300 | Education and Culture | 3 | Mr. Kamakawiwoole | KP | Jan. 11 - Feb. 9 |
| 63. | PSY 409 | Group Dynamics | 3 | Dr. Perry | KP | Jan. 18 - Feb. 16 |
| 64. | HST 397 | Hawaiian History & Contemporary Problems | 3 | Mr. Kamakawiwoole | WN | Jan. 18 - Feb. 16 |
| 65. | GCE 403 | Human Development in the Community | 3 | Mr. Rahsaan | KP | Feb. 22 - March 23 |
| 66. | SOC 431 | Seminar in the Community | 3 | Mr. White | WN | Feb. 22 - March 23 |
| 67. | GEO 475 | Multi-Functional Centers for the Urban Environment | 3 | Mr. Warfel | KP | March 1 - March 30 |
| 68. | ANT 300 | Education and Culture | 3 | Mr. Kamakawiwoole | WN | March 1 - March 30 |
| 69. | HEC 450 | Seminar: Functions & Future of the Family | 3 | Dr. Deutch | KP | April 5 - May 4 |
| 70. | B&A 470 | Real Estate Law | 3 | Mr. Ching | WN | April 5 - May 11 |
| 71. | HEC 420 | Family Housing | 3 | Mr. Lee | KP | April 12 - May 11 |
| 72. | GCE 403 | Human Development in the Community | 3 | Mr. Rahsaan | WN | April 12 - May 4 |
| 73. | ECO 471 | Seminar in State and Local Taxation | 3 | Dr. Ebel | WN | May 17 - June 15 |
| 74. | PSC 497 | The Administration of National Gov't. | 3 | Dr. Wachs | Waipahu | May 26 - May 30 |
| 75. | GCE 420 | Counseling and Guidance Techniques | 3 | Dr. Giesler | Waipahu | June 3 - June 11 |

## Section VII

CMU-IPCD Honolulu Regional Center Staff, Counselors, Faculty, and The Model Cities Comprehensive Training Program Staff, and The CTP Advisory Board Membership

## HONOLULU STAFF

PROGRAM MANAGER

Mr. Christ P. Zivalich, Jr.

ADMINISTRATIVE AIDE

Ms. Linda Ching

SECRETARY

Ms. Ann Sakima

CLERICAL-TYPIST

Ms. Adelina Agbayani, temporary clerical

Ms. Virginia M. Ching, part time secretarial-clerical

Ms. JoAnn Gondo, temporary secretarial-accountant

Ms. Heather Ho, temporary Fall 1973 - Spring 1974

Ms. Harriet T. Miyasaki, temporary Summer 1974

Ms. Adrienne E. Sakima, temporary Summer 1973

Ms. Michiko Shimbo, temporary Summer 1973

ASSISTANT AIDES

Mr. James Holmes, Schofield
1/3 part time, March 1973 - September 1973

Mr. Juan Uribe, Schofield
1/3 part time, September 1973 - February 1974

Mr. John Bagnell, Schofield
1/3 part time, March 1974 - April 1974

Mr. George Calloway, Schofield
1/3 part time, May 1974 - June 1974

Mr. Robert Brown, Tripler
1/3 part time, June 1974 - present

Mr. Robert Chapman, Schofield
1/3 part time, July 1974 - present

Counselors and Faculty who have participated in the CMU - Honolulu Model Cities program.

| COUNSELORS | DEGREE |
|---|---|
| Bunyan, Clancy | M.A. Education |
| Friedman, Dan | M.A. Psychology (Ph.D. Candidate) |
| King, Phillip | M.A. Psychology (Ph.D. Candidate) |
| Lee, George | M.A. Theology |
| Prizzia, Ross | Ph.D. Political Science |
| Warfel, George | M.A. Urban Studies |

| FACULTY | |
|---|---|
| Brein, Michael | Ph.D. Social Psychology |
| Burhans, Daniel | Ph.D. Political Science |
| Cade, Theo | Ph.D. Psychology |
| Cahill, Amy | Ph.D. Political Science |
| Ching, Russell | L.L.M. Law (Taxation) |
| Chong, Amanda | M.A. Social Work |
| Dator, James | Ph.D. Political Science |
| Deutch, James | D.S.W. Social Work |
| Diamond, Michael | Ph.D. Social Psychology |
| Dixon, Michael | M.A. Political Science (Ph.D. Candidate) |
| Dohemann, Warren | M.A. Elementary Education |
| Duran, Ramon | B.S. Architecture |
| Ebel, Robert | Ph.D. Economics |
| Eblem, Cliff | |
| Faires, Dena | Ph.D. Speech |
| Fujita, George | Ph.D. Education Psychology |
| Geisler, John | Ph.D. Guidance & Counseling |

FACULTY (continued)

| | | |
|---|---|---|
| Gilbert, Fred | M.D. | Medicine |
| Hymer, Sylvia | M.A. | Speech |
| Johnson, Walter | Ph.D. | History |
| Kamakawiwoole, Larry | M.A. | Education |
| King, Phillip | M.A. | Political Science (Ph.D. Candidate) |
| Lee, Michael | M.A. | Political Science |
| Lefton, Norman | Ph.D. | Economics |
| Lind, Meda | M.A. | Sociology (Ph.D. Candidate) |
| Mansson, Helge | Ph.D. | Psychology |
| Neubauer, Deane | Ph.D. | Political Science |
| Perry, William | Ph.D. | Psychology |
| Portwood, Charles | Ph.D. | Business Administration |
| Pratt, Richard | Ph.D. | Political Science |
| Prizzia, Ross | Ph.D. | Political Science |
| Pollock, Richard | Ph.D. | Economics |
| Rahsaan, Om | M.A. | Sociology |
| Rea, Ruben | M.A. | Speech |
| Rohter, Ira | Ph.D. | Political Science |
| Savage, Adam | M.A. | Speech (Ph.D. Candidate) |
| Schwind, Paul | Ph.D. | Geography |
| Shapiro, Jerrold | Ph.D. | Psychology |
| Staudohar, Paul | Ph.D. | Economics |
| Tavares, Charmain | M.A. | Education |
| Wachs, Melvin | Ph.D. | Political Science |
| Walker, Wayne | M.S. | Information Science |
| Warfel, George | M.A. | Urban Studies |
| White, John | M.A. | Political Science (Ph.D. Candidate) |

COMPREHENSIVE TRAINING PROGRAM STAFF

Ms. Marion P. Dunning, Director

Ms. Alohalani Pang, Assistant to Director

COMPREHENSIVE TRAINING PROGRAM ADVISORY BOARD

Resident Participation Organization (RPOs)

Ms. Margaret Apo, Deputy Director, W-N

Ms. Fay Hidalgo, Secretary, K-P

Student Representatives

Mr. Floyd Loving (W-N), City Demonstration Agency (CDA)

Ms. Alohalani Pang (W-N), Comprehensive Training Program (CTP)

Ms. Ruth Boggs (K-P), Housing

Ms. Roweena Kahaleiwi (K-P), Comprehensive Legal Services(CLS)

Task Force Representatives

Ms. Rose Jackman (W-N), Chairman, Education

Sister Grace Lim (K-P), Human Services

Model Cities Directors Representatives

Sister Mary Heenan (W-N), Education Center

Dr. Dorothy Douthit (K-P), Education Center

City Demonstration Agency Representative

Ms. Judy Gordon, CTP Evaluator

Central Michigan University Representatives

Mr. Christ P. Zivalich, Jr., Program Manager

Mr. George Warfel, Counselor

Dr. Ross Prizzia, Instructor

University of Hawaii (UH) Research Corporation Representative

Mr. Gus Higuchi

UH College of Continuing Education Representative

Dr. Frederich Mayer

UH Manoa Representative

Dr. James Misajon, Director of Special Services

Comprehensive Training Program (CTP) Representative

Ms. Marion P. Dunning, Director

## Section VIII

By Laws, Comprehensive Training Program Advisory Board and Minutes of the July 31, 1973 Meeting

# BY LAWS

# COMPREHENSIVE TRAINING PROGRAM

# ADVISORY BOARD

## ARTICLE I

## NAME AND OFFICE

The name of this organization shall be Comprehensive Training Program Advisory Board.

The Operating Agency is the Research Corporation of the University of Hawaii which has delegated day to day operations to the College of Continuing Education. The principal office for the transaction of business of the organization shall be the Comprehensive Training Program office, Control Data Building at 2826 Paa Street.

## ARTICLE II

## GENERAL PURPOSES AND OBJECTIVES

(1) To insure resident participation in implementing a training program designed to provide sufficient education to make Model Neighborhood Area (MNA) residents educationally competitive on the job market in a career of their choice.

(2) To organize and operate exclusively for educational purposes.

## ARTICLE III

## BOARD MEMBERS

Section 1. Functional Responsibilities
The CTP Advisory Board members shall have the following functional responsibilities:

a. Advise the Project Director regarding program planning, scheduling, evaluation, coordination, resident involvement, and policies and procedures of the CTP.
b. Elect a Chairman, Vice-Chairman and Recorder, and prescribe his/her lawful powers and duties.
c. Appoint committees and delegate to the committees any responsibilities of the Board.

Section 2. Number
The number of members of the CTP Advisory Board shall not be more than 20 or less than 10.

Section 3. Composition of the CTP Advisory Board Membership
The composition of the original Board shall include the following representation:

| | |
|---|---|
| Two CTP/CMU students | KP |
| Two CTP/CMU students | WN |
| One RPO | KP |
| One RPO | WN |
| One College of Continuing Education | |
| One RCUH | |
| One CDA | |
| One CMU Counselor | |
| One CMU Instructor | |
| Chairman Human Service Task Force | KP |
| Chairman Education Task Force | WN |
| Director Education Center | KP |
| Director Education Center | WN |
| Project Coordinator Upward Mobility Program | |
| Director CMU | |
| Director CTP | |

Section 4. Vacancies
Vacancies shall be filled by recommendation of the agency represented with the exception of student vacancies. Student vacancies shall be filled by a majority vote of the remaining Board members on recommendations received from students.

Section 5. Term
A term is defined as twelve months that corresponds to Model Cities 4th Program Year.

## ARTICLE IV

## MEETINGS

Section 1. Place of Meetings
All meetings shall be held in the CDA Conference Room in the Data Control Building or at any place agreeable to the majority of Board Members in attendance when the issue is considered.

Section 2. Regular Meetings
Meetings shall be held on Wednesday morning every six weeks or less if there is need. A notice announcing the meeting shall be sent by the CTP office at least one week previous to such meeting.

Section 3. Special Meetings
Special meetings of the members for any purpose whatsoever may be called at any time by the Chairman of the Board. They may also be called by members who constitute not less than one fourth of the total membership that shall submit their request in writing or verbally to the Chairman or Director and may specify the time, place and purpose of the proposed meeting. Written notice of each such special meeting shall be given to each member in similar manner as prescribed herein for the regular meeting with the exception that notice may be given closer to the meeting time if necessary.

Section 4. Adjourned Meetings
Any meeting of the membership, regular or special, whether or not a quorum is present may be adjourned by the vote of a majority of members present; however, in the absence of a quorum, no other business may be transacted at such meeting.

Section 5. Voting
Each member, shall have one vote in all matters which are proper subjects for action by membership.

Section 6. Quorum

The presence of a simple majority of members at any meeting shall constitute a quorum for the transaction of business.

Members present at a duly called or held meeting at which a quorum is present may continue to do business until adjournment, not withstanding the withdrawal of some members leaving less than a quorum.

Section 7. Substitutes

Any member of the Board has the option of sending a substitute to represent him/her or the agency in the event that he/she is unable to attend a meeting. This substitute shall have the right to vote.

## ARTICLE V

## RULES AND PROCEDURES

Robert's Rules of Order, as modified, will be followed.

## ARTICLE VI

## ADOPTION OF THE BY-LAWS AND AMENDMENTS

The By-Laws or any amendment to the By-Laws must be presented and discussed at least one meeting prior to the vote on the By-Laws or amendment. The By-Laws and amendments to the By-Laws shall be adopted by a simple majority vote of the total membership.

July 31, 1973

ADVISORY BOARD MEETING (COMPREHENSIVE TRAINING PROGRAM CURRICULUM COMM.)

MINUTES

Meeting held July 11, 1973

1) Purpose of this meeting was to:

a. Present new members of the Board
b. Review CMU's End of Year Report
c. Discuss program directions for 4th Program Year
d. Elect chairman

2) Attendance:

a. Representing the RPOs:

| | |
|---|---|
| WN Margaret Apo, Deputy Director | present |
| KP Fay Hidalgo, Secretary | present |

b. Representing the students:

| | |
|---|---|
| WN Floyd Loving, CDA | present |
| WN Alohalani Pang, CTP | present |
| KP Ruth Boggs, Housing, Recorder | present |
| KP Roweena Kahaleiwi, CLS | absent |

c. Representing the Task Forces:

| | |
|---|---|
| WN Rose Jackman, Chairman, Education | absent |
| KP Sister Grace Lim, Human Service | present |

d. Representing MC's Directors:

| | |
|---|---|
| WN Mary Heenan, Education Center | present |
| KP Dorothy Douthit, Education Center | absent |

e. Representing CDA:

| | |
|---|---|
| Judy Gordon, CTP Evaluator | present |

f. Representing Central Michigan University:

| | |
|---|---|
| Christ Zivalich, Jr., Program Director | present |
| Clancy Bunyan, Counselor | present |
| Dr. Rosario Prizzia, Instructor | present |

g. Representing Research Corporation:

| | |
|---|---|
| Gus Higuchi | present |

h. Representing College of Continuing Education:

Dean Fred Mayer — present

i. Representing UH Manoa:

James Misajon, Director of Special Services — absent

j. Representing CTP:

Marty Dunning, Director — present

3) Agenda

a. Current Status of CTP.

M. Dunning brought the meeting to order and stated that the master contract with the UH/College of Continuing Education has been signed and sealed; also that the contract with Central Michigan University is in the process of being negotiated and should be completed soon. CTP will not be moving to the University of Hawaii but will remain at the same location (at CDA). M. Dunning stated that Dean Mayer will be the liaison with the UH.

b. Dean Mayer expressed his hope of learning from his association with the project and told about his visit to the CMU campus.

c. Progress Report.

Christ Zivalich elaborated on the status of the program and what has happened so far, noting the fact that there have been two graduates -- one for a Master's and one for a BS Degree. There was some concern about graduate courses being held on Fridays and the fact that graduate students cannot be excused from their jobs. The question was brought up as to whether classes could be held in the evenings and on Saturdays. Christ Zivalich suggested that graduate students could make arrangements with the instructors to do extra work in a 400 level course to get credit at 500 level. He also suggested that a survey be made to determine whether some night classes should be held for those who cannot get off on Fridays.

d. Independent Study.

Independent study was also discussed. Ross Prizzia said that no such study should go beyond eight weeks and should be completed by six weeks. Ross Prizzia stated that this should not be given to just anybody but only those who are really interested in having a particular course. Ross Prizzia thought this should be recommended for graduate students. CMU indicated that fifteen independent studies will equal one course.

C. Zivalich questioned whether the independent studies should be equally divided between WN and KP. M. Dunning stated that the

independent study program should also be publicized so that each person would know exactly how this works.

e. M. Dunning questioned whether the group wished to follow the suggestion that a survey should be made to find out whether CTP should expand or "concentrate" on demonstrating impact on a small number.

f. Judy Gordon, evaluator for this project, described how an impact analysis could be done to see how much of an effect the project has on residents or how much they were able to get out of it.

g. Floyd Loving felt that independent studies should be open to either area and not split with so many for each area. In other words, there should be no restrictions on people who really want to better themselves. Floyd Loving thought that this Board should be flexible in regard to courses.

Dean Mayer agreed with Floyd Loving that the number of students should exceed what the contract allowed for each class or over enroll in an attempt to compensate for students who sign up but don't attend. Dean Mayer suggested an outreach type of approach instead of a questionnaire.

Floyd Loving felt that an all-out effort should be made to enroll, even to the extent of seeing their employers and citing the good it will do the employer for the enrollee to participate in this program.

h. Aloha Pang suggested that for the next three months (October, November, December) a different type of schedule be tried.

i. It was brought up by Clancy Bunyan that some class titles might be misleading, and that maybe the course title should "fit" the course.

j. Floyd Loving (pinch-hitting for Jim Collins) conducted nominations for the office of Chairman of the Board. Sister Grace nominated Floyd Loving as Chairman of the Board. Sister Grace moved that the nominations be closed, seconded by Fay Hidalgo. Motion carried.

It was brought out that since Floyd Loving is an undergraduate, he is eligible for this nomination. Floyd Loving suggested that a Vice-chairman be nominated also in case the chairman is not available. Marty Dunning stated that according to the not yet adopted by-laws, a vice-chairman is not called for. Floyd Loving overruled this. Christ Zivalich nominated Sister Grace; Margaret Apo moved that Sister Grace be vice-chairman; seconded by Aloha Pang. Motion carried.

k. Floyd Loving stated that concentration should be made on information available to the people, including those in Group III; they should be told that they can take courses offered by CMU.

l. Christ Zivalich was asked to clarify whether a high school diploma or GED was absolutely necessary for the CMU program. He stated that a high school diploma is not really necessary when evidence shows that the student is capable of doing work of an undergraduate, but stated that

everyone should have a high school diploma or a GED in order to process their application for a degree through the Registrar's office.

m. CMU will consider as a candidate for a degree, a student who has completed 34 credit hours. The remaining 90 credits may be taken at other colleges to complete the degree.

n. Aloha Pang thought that a booklet of some sort should be published to inform people of KP and WN about educational programs that are available to them. A motion that some kind of sub-committee should be formed to compile an educational booklet to publicize this was made by Mary Heenan; seconded by Margaret Apo. Motion carried. Floyd Loving appointed Mary Heenan as chairman of this committee; she will report on this at the next meeting. Mary Heenan also has full power to draft members for this sub-committee on booklet to be publicized.

o. Floyd Loving asked for all the names of the members of the Board be made available to him at the next meeting which will be August 22, 1973 at 9:00 a.m., CDA Conference room.

Sister Grace moved that the meeting be adjourned; seconded by Fay Hidalgo. Motion carried.

The next meeting of the CTP Advisory Board will be held in the CDA conference room on August 22, 1973 from 9:00 a.m. to 11:00 a.m.

MARION P. DUNNING, Director
Comprehensive Training Program

## Section IX

Information on the Institute for Personal and Career Development, Including the

A. Degree Options

B. Curriculum Guidelines for the Bachelor of Science/Arts Degree

C. Curriculum Guidelines for the Master of Arts Degree

## THE INSTITUTE FOR PERSONAL & CAREER DEVELOPMENT

Academic programs that provide equal access to education--to provide either personal enrichment or career alternatives--are major goals of Central Michigan University. The Institute for Personal and Career Development represents an effort to extend those goals beyond the physical campus of the University. It offers educational opportunity to all who are qualified to benefit from it but who cannot do so through traditional methods because of job or personal circumstances. The Institute incorporates the University's high academic standards with innovative teaching technologies; faculty drawn from educational institutions, business and governmental agencies; and courses offered wherever students are and whenever they are available to take them.

The Institute's programs are designed to serve people whose career and personal responsibilities limit their access to education, who plan to interrupt their career or educational sequence, or who have been educationally disenfranchised because of economic circumstances, physical handicaps or other reasons. Courses and degree programs that build upon the student's knowledge, ability, interests, and work and life experiences are offered through an individualized approach to counseling, teaching and career planning.

The following information is offered to assist you as you embark on your program in this innovative approach to higher education:

## DEGREE PROGRAMS

### MASTER OF ARTS

Management and Supervision
Community Leadership

### BACHELOR OF SCIENCE AND BACHELOR OF ARTS

Management and Supervision
Community Development

## ADMISSIONS REQUIREMENTS

### UNDERGRADUATE

A high school diploma or successful completion of the GED examination.

### GRADUATE

A four-year baccalaureate degree from an approved institution.

HOW TO APPLY

Have transcripts sent from your high school or college to the regional center.

Complete the "Application for Admission" form available from all Institute offices and pay the $15 admission fee.

## TRANSFER CREDIT

### UNDERGRADUATE

Up to 90 semester hours of transfer credit may be applied to your degree program. Evaluation will take place automatically when all undergraduate transcripts and documentation verifying completion of service schools are received.* Upon receipt of the evaluation, you will meet with your learning consultant to determine which credits will apply to your program. Since credit from some unaccredited schools may be transferred, all such work should be submitted.

*To document Armed Forces Schools for transfer you must present your certificate of completion, DD214 or certification from the Adjutant General, listing dates of course, location, number of weeks duration, and correct title of the course.

### GRADUATE

Up to 15 semester hours of graduate credit from universities with accredited schools of graduate studies may be applied to your program, providing such credit is applicable to your program. Six semester hours used to fulfill requirements of one Master's Degree may be transferred to another Master's Degree program.

To have such credit considered, submit a "Request for Transfer Credit," available from the regional office, to your learning consultant.

## DEVELOPMENTAL EXPERIENCE CREDIT

Undergraduate--60 semester hours maximum.

Graduate--10 semester hours maximum.

Entered on official record after successfully completing 5 semester hours of course work.

Obtain forms and guides for preparation from Regional Center.

Normally evaluation takes from 6 to 8 weeks.

## INDEPENDENT STUDY

Most students will be encouraged to take some independent studies (i.e. internship, readings, independent problems, etc.).

To apply for independent study submit an Application for Independent Study, available from the regional center, to your advisor.

## VETERANS' BENEFITS

Applications for benefits are available from the regional center.

All VA paperwork should be processed thru the Institute Regional Office.

Either a certificate of availability or a Veteran's Benefits Card must be submitted at the time of enrollment for each course.

VA will not reimburse you for Developmental Experience Credit.

Make a copy of all VA paperwork for your own file.

If you are having VA problems submit a "VA Gripe" available at your regional center.

## CORRESPONDENCE COURSES

(UNDERGRADUATE ONLY)

Correspondence Bulletins are available in the regional center offices.

## YOUR DEGREE PROGRAM

After applying for admission, make an appointment thru your regional center with the learning consultant representing the area of concentration of your choice. The two of you will develop your personal degree program.

Your program guide is not "chiseled in stone." If you see a course that appeals to you but which is not on your program, check with your advisor about substituting it for one that does appear. You are encouraged to meet with him as often as you like.

## WITHDRAWAL FROM CLASSES AND REFUND OF TUITION

Requests to withdraw from a course must be made to the Director of the Institute.

Normally full refunds will be made if the course is not yet one-third completed and will not be allowed after the last class session.

If a course is more than one-third completed, a full or partial refund may or may not be made, depending on the reason for the request.

## GRADUATION REQUIREMENTS

### UNDERGRADUATE

124 semester hours--at least 34 from CMU.

Completion of all courses required by the Program Guide.

A 2.00 ("C") cumulative grade point average.

### GRADUATE

30 semester hours--at least 15 from CMU.

Completion of all requirements stated on the Program Guide.

A 3.00 ("B") cumulative grade point average.

## APPLICATION FOR GRADUATION

The deadlines for applying for graduation are:

February 1 for May Graduation
July 1 for September Graduation
September 15 for December Graduation

Applications are available from your regional center.

You must make application in order to graduate.

You may participate in the on-campus ceremonies, on-site ceremonies (if available) or both.

## YOUR UNIVERSITY

As a new CMU student you are cordially invited to visit the main campus of your university. We think you will be pleased with its physical appearance as well as with its atmosphere of vigor, cordiality and inquiry.

There are about 14,000 students and 650 full-time faculty on the campus. The great majority of our students come from Michigan although some 35 other states and 22 foreign countries are also represented. Undergraduates comprise about 90 per cent of the student body.

The University has five schools plus a graduate school and a division of Off Campus Education. Thirty-five academic departments are contained in the schools, offering eight bachelor's degrees, six master's degrees and four specialist degrees. Since its founding in 1892, CMU has graduated nearly 40,000 students and currently graduates about 3,200 a year. CMU gained university status in 1959.

Physically, the main campus consists of about 85 major buildings located on 872 acres. Reflecting CMU's programs, the campus offers both traditional and contemporary settings--trees shaded walkways near stately buildings and "moonscape" malls connecting sleek modern structures. While near several metropolitan centers, the campus is off the urban path, providing an excellent environment for learning. CMU is located in Mt. Pleasant, a community of 21,000 situated within easy access of the lakes, woodlands and ski slopes for which northern Michigan is famous.

CMU athletic teams have a respected tradition of excellence. As an NCAA University Division school, CMU participates in intercollegiate competition in 10 sports and is a member of the highly respected Mid-American Conference.

## A. APPROVED IPCD CURRICULA & OPTIONS
## MASTER OF ARTS

MANAGEMENT & SUPERVISION

Financial Management
- Corporation Finance
- Governmental Finance

Personnel Management
Marketing Management
Industrial Management
Business Management
Health Care Administration

COMMUNITY LEADERSHIP

Community Services
Day Care & Nursery School Administration
Educational Administration
- General Ed. Administration
- Ele. School Administration
- Sec. School Administration

Human Dynamics in the Community Environment
Public Administration
Recreation Administration
Recreation & Park Administration
Urban & Regional Planning
- Urban Planning
- Regional Planning

## BACHELOR OF ARTS/SCIENCE

MANAGEMENT & SUPERVISION

Personnel Management
Production Management
Distribution & Marketing
Finance
Business Management
Office Administration
Health Care Administration

COMMUNITY DEVELOPMENT

Community Services
Community Behavior
Recreation
Urban Affairs
Public Administration
School Health
Public Health

## B. CURRICULUM GUIDELINE FOR BACHELOR OF SCIENCE DEGREE/BACHELOR OF ARTS DEGREE

### COMMUNITY DEVELOPMENT

The undergraduate program in Community Development is centered around human needs and the structure and organization of the community. Opportunities are provided for the student to develop competencies of leadership to function effectively as community planners to solve human problems, and to innovate community change.

The program includes a sound basis in research, theory and experience in understanding the functions and structures of the community. The range of problems and tasks includes the scope of human needs as seen in areas such as human relations, leisure, housing, health, education, transportation, human rights, and ecology.

#### Degree Requirements

I. General Education . . . . . 50 sem. hrs.

The intent of General Education courses is to expose the individual to such areas as: (a) Organization and Communication of Ideas, (b) Physical Environment and Biological Inheritance, (c) Social Inheritance and Responsibilities, and (d) Insight and Appreciation. Each student shall select a minimum of 50 semester hours of courses outside the area of specialization. A specialization in (b) or (c) leads to a Bachelor of Science Degree. A specialization in (a) or (d) leads to a Bachelor of Arts Degree.

II. Area of Concentration . . . . . 30-74 sem. hrs.

Total . . . . 124 sem. hrs.

III. Competencies in Community Development

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a community development specialization. These competencies are described in general terms in points A through F. These competencies may be fulfilled by courses in the general education block and/or in the area of concentration.

There are four alternatives available to the student in demonstrating those competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experience. These

(Bachelor's Degree)

abilities may be translated into academic credit through a professional evaluative process, utilizing the "Application for Developmental Experience", D-72.

2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.

3. Special readings, independent studies and individual research may be arranged.

4. Internship and work-study may be established.

A. Basic competencies in process of human development.

1. Understanding growth, maturation, and death as related to the pre-natal period, infancy, childhood, adolescence, adult and geriatric age groups.

2. Possible course selections:

HED 106 Personal Health
HEC 109 Child Development: Introduction
REC 200 Problems in Recreation
PSY 202 Child Psychology
PED 203 Activity Program for Early Elementary Grades
REC 206 Activities of the Recreation Program
SOC 206 Social Psychology
HEC 208 Perspectives on Marriage
HEC 210 Child Development: Pre-school
HED 211 Human Anatomy and Physiology
HED 212 Applied Physiology and Kinesiology
PSY 212 Adolescent Psychology
HEC 309 Child Development: Middle Childhood
HED 318 Evaluation Procedures for Classroom Teachers in Health, Physical Education and Recreation
BIO 328 Human Animal
HEC 333 Family Relations
SOC 398 Special Topics in Sociology
HED 400 Methods and Materials in Nutrition Education
REC 400 Issues in Recreation
HED 401 Workshop on Health Fitness
REC 403 Independent Reading
HEC 409 Child Development - Adolescence
HEC 410 Seminar: Child Development
HEC 413 Readings in Child Development
PSY 422 Experimental Child Psychology
PSY 427 Human Motivation

B. Basic competencies in the functioning and interaction in community organizations.

1. Understanding fundamental principles of human interaction and the process of group formation and function, with special focus

(Bachelor's Degree)

on institutions (political, economic, religion, educational, family, racial and ethnic groups, bureaucratic organization and special interest groups).

2. Possible course selections:

PSC 100 Introduction to Political Science
REC 200 Problems in Recreation
PSC 201 Introduction to American Government and Politics
HEC 204 Education for Consumers
ENG 302 Technical and Professional Report Writing
ENG 313 Popular Culture in America
ENG 397 Independent Study: In the Speculative Literature of urban civilization
ENG 480 Seminar in American Studies
HEC 208 Perspective on Marriage
SOC 208 Social Organization
SOC 260 The Sociology of Religion
PSC 261 State and Local Government
SOC 305 Educational Sociology
HEC 312 Family Management Theory
PSC 310 Public Bureaucracies and Policy Formation
GEO 313 Manufacturing Industries
GEO 314 World Agriculture and Commerce
REC 316 Field course in Organizational Recreation
PSC 320 The American Legislative Process
PSC 323 American Parties and Politics
PSC 324 Black Politics
PSC 329 American National Government
HED 333 Family Relations
HEC 334 The American Family in the Twentieth Century
GEO 340 Urban Geography
HED 366 Supervised Field Training
PSC 398 Special Topics in Political Science
REC 400 Issues in Recreation
HEC 401 Seminar: Sexism in America
HEC 408 Education for Home and Family Living
PSY 409 Group Dynamics
GEO 415 Michigan
HEC 417 Seminar: Family Relations
PSC 421 American Constitutional Law: Powers of Government
PSC 422 American Constitutional Law: Civil Liberties
HEC 450 Seminar: Functions and Future of the Family
HEC 460 Readings in the Family
PSC 465 American Local Rural Government
PSC 466 Politics and Policy in Urban Communities
PSC 481 Special Topics in Political Behavior
PSC NEW Public Policy Making

C. Basic competencies in working with and alleviating community problems.

1. Understanding those developments in individuals, and groups that threaten the viability of life and the reaching of goals established

by the community (delinquency, human rights, poverty, population pressures, aging, leisure, health, disability, etc.).

2. Possible course selections:

| | |
|---|---|
| REC 200 | Problems in Recreation |
| SOC 204 | Social Problems |
| PSY 205 | Abnormal Psychology |
| HED 209 | Safety Education |
| SOC 216 | Juvenile Delinquency |
| HED 219 | Emergency Health Care |
| HED 222 | Sexuality in Health Education |
| HED 235 | Mood Modifiers: Personal, School and Community |
| SOC 275 | Urban Sociology |
| SOC 302 | Sociology of Health and Illness |
| SOC 310 | Minorities |
| HED 315 | First Aid Instructors |
| REC 315 | Field Course in Municipal Recreation |
| HED 319 | Laboratory in Methods and Materials in Community Health Education |
| PSC 324 | Black Politics |
| HED 327 | Problems in Health Education |
| HEC 330 | Nutrition |
| HEC 333 | Family Relations |
| HEC 334 | The American Family in the Twentieth Century |
| BIO 338 | Conservation, Man and the Environment |
| BIO 340 | Ecology |
| HST 345 | The Negro in America |
| HED 352 | Environmental Health |
| HEC 353 | Child Development and Parents |
| HED 366 | Supervised Field Training |
| HED 380 | Practicum in Health Education |
| HED 400 | Methods and Materials in Nutrition Education |
| REC 400 | Issues in Recreation |
| HED 401 | Workshops on Health Fitness |
| HEC 401 | Seminar: Sexism in America |
| REC 405 | Administration of Recreation and Parks |
| REC 406 | Seminar in Recreation and Park Administration |
| SOC 407 | Sociology of the Handicapped |
| REC 410 | Recreation for Senior Citizens |
| SOC 411 | Criminology |
| HEC 413 | Readings in Child Development |
| PED 413 | Programming for Youth Fitness |
| HED 416 | Travel Course in Health Education |
| SOC 416 | Problems in Juvenile Delinquency |
| REC 418 | Philosophy of Recreation |
| HEC 419 | Seminar: Human Sexuality |
| HEC 420 | Family Housing |
| HED 420 | Public Health Administration |
| PED 420 | Problems in Inner-City Secondary Schools Physical Education |
| HED 421 | Seminar: Management Problem of Low Income Families |
| HED 425 | Venereal Disease Workshop |

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HED 426 Mental Health Workshop
HED 427 Sex Education Workshop
HED 428 Smoking and Health Education Workshop
HED 429 Alcohol Education Workshop
HED 430 Drug Abuse Workshop
HED 431 School and Public Health Workshop
SOC 435 Society and Mental Illness
HEC 443 The Consumer in the Market
HEC 444 Family Finance
HEC 450 Seminar: Functions and Future of the Family
PED 451 Physical Education for the Handicapped
BIO 458 Conservation - Biology Camp
REC 460 Readings in the Family
HST 471 American Radicalism
PSC 472 American Political Thought

D. Basic competencies in understanding the effects of demography and human ecology.

1. Understanding trends in population growth and distribution and the interrelationships of people with their environment.

2. Possible course selections:

REC 200 Problems in Recreation
GEO 240 Population
GEO 250 The Cities of Man
SOC 275 Urban Sociology
SOC 311 Population
REC 315 Field course in Municipal Recreation
HEC 334 The American Family in the Twentieth Century
SOC 375 Rural Sociology
REC 400 Issues in Recreation
HEC 413 Readings in Child Development
HEC 417 Seminar: Family Relations
BIO 428 Population Ecology
REC 453 Family Camping
HEC 460 Readings in the Family
IET 497 Special Studies: Ecology and Technology

E. Basic competencies in community planning.

1. Understanding proposals for change and the elements involved in bringing about change to enhance the quality of life for the individual, the group and the community.

2. Possible course selections:

REC 118 Introduction to Recreation
REC 200 Problems in Recreation
BIO 240 Conservation of Michigan Resources
SOC 275 Urban Sociology
PSC 310 Public Bureacracies and Policy Formation
PSC 311 Public Administration Organization

(Bachelor's Degree)

| | |
|---|---|
| HEC 312 | Family Management Theory |
| PSC 313 | Budgetary Processes in the United States |
| HED 317 | Community Health |
| GEO 322 | Resource Perception and Utilization |
| HEC 333 | Family Relations |
| HEC 334 | The American Family in the Twentieth Century |
| HED 352 | Environmental Health |
| HED 366 | Supervised Field Training |
| REC 400 | Issues in Recreation |
| REC 405 | Administration of Recreation and Parks |
| REC 406 | Seminar in Recreation and Park Administration |
| PSC 411 | Personnel and Organization in Public Bureaucracies |
| REC 418 | Philosophy of Recreation |
| HEC 420 | Family Housing |
| HED 421 | Seminar: Management Problems of Low Income Families |
| SOC 421 | Analysis of Social Change |
| HEC 422 | Seminar: Family Management |
| SOC 431 | Seminar in the Community |
| HED 432 | School Health Services Workshop |
| HEC 460 | Readings in the Family |
| PSC 464 | American State Government and Administration |
| PSC 465 | American Local Rural Government |
| PSC 466 | Politics and Policy in Urban Communities |
| GEO 475 | Special Studies in Geography |
| PSC 483 | Survey Research |
| BIO 494 | Conservation of Natural Resources |

F. Basic Competencies in management and administrative decision making.

1. Ability to select and use appropriate leadership styles in keeping with the accepted culture and climate of the organization.

2. Ability to develop an organizational climate to maximize the effectiveness of the individual within the organization.

3. Possible course selections:

| | |
|---|---|
| BED 221 | Introduction to Data Processing |
| B&A 312 | Administration |
| B&A 320 | Personnel Management |
| IET 325 | Industrial Internship |
| B&A 329 | Management Information Systems. |
| B&A 348 | Dynamics of Organizational Behavior |
| B&A 385 | Techniques of Decision Making I |
| B&A 386 | Techniques of Decision Making II |
| IET 401 | Application of Industrial Management Principles |
| IET 402 | Computer Applications in Industry |
| BED 384 | Systems and Procedures |

(Bachelor's Degree)

IV. Areas of Concentration

A. Community Services

1. Possible Course Selections

SOC 151 Introductory Sociology
PSC 201 Introduction to American Government and Politics
SOC 208 Social Organization
SOC 275 Urban Sociology
SOC 302 Sociology of Health and Illness
SOC 311 Population
SOC 317 Fields of Social Work
SOC 414 The Family
SOC 431 Seminar in the Community

B. Community Behavior

1. Possible Course Selections

SOC 151 Introductory Sociology
SOC 204 Social Problems
SOC 208 Social Organization
SOC 216 Juvenile Delinquency
SOC 307 Deviant Behavior
SOC 329 Collective Behavior
SOC 330 Public Opinion
SOC 411 Criminology
SOC 421 Analysis of Social Change

C. Recreation

1. Possible Course Selections

REC 118 Introduction to Recreation
REC 119 Lifesaving and Lifeguard Training
REC 200 Problems in Recreation
REC 270 Camp Counseling and Campcraft
REC 302 Playgrounds and Community Centers
REC 315 Field Courses in Municipal Recreation
REC 318 Field Course in Recreation Specialization
REC 400 Issues in Recreation
REC 410 Recreation for Senior Citizens

D. Urban Affairs

1. Possible Course Selections

B&A 110 Social Environment of Business
SOC 151 Introductory Sociology

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| | |
|---|---|
| SOC 204 | Social Problems |
| SOC 208 | Social Organization |
| SOC 275 | Urban Sociology |
| PSY 309 | Social Psychology |
| SOC 311 | Population |
| SOC 330 | Public Opinion |
| BIO 340 | Ecology |
| SOC 407 | Sociology of the Handicapped |
| SOC 414 | The Family |
| SOC 431 | Seminar in the Community |

E. Public Administration

1. Possible Course Selections

| | |
|---|---|
| SOC 261 | Introduction to Research Methods |
| PSC 261 | State and Local Government |
| PSC 310 | Public Bureaucracies and Policy Formation |
| PSC 311 | Public Administration Organization |
| PSC 313 | Budgetary Process in the United States |
| PSC 315 | Public Administration in Developing Nations |
| PSC 320 | The American Legislative Process |
| ECO 401 | Contemporary Economic Issues |
| ECO 403 | Seminar in Urban Economics |
| JRN 404 | Public Relations Techniques |
| PSC 411 | Public Personnel Administration |
| SOC 431 | Seminar in the Community |
| B&A 445 | Wage and Salary Administration |
| ECO 460 | Public Finance |
| ECO 471 | Seminar in State and Local Taxation |

MANAGEMENT AND SUPERVISION

The undergraduate program in management and supervision is a broad base curriculum designed to provide students with the opportunity to develop competencies in management and supervision at all levels of leadership in the areas of marketing, finance, personnel, industrial management, and an individualized option to meet specific needs of the individual.

The program provides background in general education and management. These studies will include traditional classroom work, independent studies and research, and interships appropriate to the individuals' needs. Emphasis is placed on the human dynamics aspect of the organizational framework.

Degree Requirements

I. General Education . . . . . 50 sem. hrs.

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The intent of General Education courses is to expose the individual to such areas as: (a) Organization and Communication of Ideas, (b) Physical Environment and Biological Inheritance, (c) Social Inheritance and Responsibilities and (d) Insight and Appreciation. Each student shall select a minimum of 50 semester hours of courses outside the area of specialization. A specialization in (b) or (c) leads to a Bachelor of Science Degree. A specialization in (a) or (d) leads to a Bachelor of Arts Degree.

| | | |
|---|---|---|
| II. | Area of Specialization . . . . . | 30-74 sem. hrs. |
| | Total | 124 sem. hrs. |

III. Competencies in Management and Supervision

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a management and supervision specialization. These competencies are described in general terms in points A through G below. These competencies may be fulfilled by courses in the general education block and/or in the area of concentration.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experience. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.

2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.

3. Special readings, independent studies, and indivividual research may be arranged.

4. Internship and work-study programs may be established.

A. Basic competencies in organizational theory in terms of establishment, development and operation.

1. Ability to specify the proper legal requirements, establish purpose and delineate the structures.

2. Ability to select the optimum organizational structure and assign responsibilities and delegation of authority.

3. Ability to determine the optimum operational mode (line and/or staff) in keeping with the objectives and personnel talents and product or service.

(Bachelor's Degree)

4. Possible course selections:

B&A 202 Legal Environment of Business
B&A 232 Law of Contracts and Business Organizations
B&A 312 Administration
B&A 402 Law of Commercial Transactions

B. Basic competencies in establishing organizational objectives at all levels and departments of the establishment.

1. Ability to establish and/or interpret department objectives consistent with organizational goals.

2. Ability to use creative planning to meet unexpected developments to establish routine operational procedures.

3. Possible course selections:

B&A 312 Administration
IET 325 Industrial Intership
B&A 329 Management Information Systems
B&A 348 Dynamics of Organizational Behavior
B&A 385 Techniques of Decision Making I
B&A 386 Techniques of Decision Making II
IET 401 Application of Industrial Management Principles
B&A 495 Business Policy and Practices

C. Basic competencies in determining and establishing policies.

1. Ability to translate organizational objectives to organizational policies through all levels of the organization.

2. Ability to establish the general and operational policies in relation to personnel, production, distribution, servicing and finance.

3. Ability to develop procedures to update or modify policies as required through the initiation of new policies, their approval and issuance, and enforcement.

4. Possible course selections:

B&A 312 Administration
B&A 332 Managerial Finance
IET 400 Production Concepts
IET 421 Study of American Industry
B&A 440 Production Management
B&A 463 Marketing Management

E. Basic competencies in internal organizational operations

1. Ability to establish and maintain daily operations such as wage

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and salary administration, employee evaluation, human organization.

2. Ability to evaluate success level of current internal operations and project future needs and implement the necessary action to meet the necessary needs.

3. Possible course selections:

BED 221 Introduction to Data Processing
IET 402 Computer Applications in Industry
ACC 422 Managerial Cost Control and Analysis
B&A 442 Production Planning and Control
B&A 446 Industrial Relations
PSY 469 Special issues: Contemporary Issues in Industry and Organized Psychology

F. Basic competencies in identifying the role of the organization in the society.

1. Ability to analyze the role in relation to other similar organizations in terms of economic environment, social environment, ecological environment.

2. Ability to analyze product life cycle, substantiality of product, and new product development.

3. Ability to determine the advisability of vertical or horizontal integration.

4. Possible course selections:

B&A 110 Social Environment of Business
B&A 310 Business Entrepreneurship
B&A 390 Field Studies in Business
B&A 520 Foundations of American Enterprise

G. Basic competencies in management and supervisory knowledge and skills associated with people, production, distribution, and financing.

1. Ability to successfully achieve organization goals through the employee performances.
2. Ability to demonstrate the knowledge of management of production, or distribution, or finance.

Courses selected in cooperation with advisor to reflect area of special interest in personnel, production, distribution, and/or financing. Possible courses may be found in the areas of concentration listed below.

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IV. Areas of Concentration (possible course selections):

A. Personnel Management

B&A 320 Personnel Management
PSY 326 Industrial Psychology
B&A 445 Wage and Salary Administration
B&A 446 Industrial Relations

B. Production Management

B&A 333 Purchasing
IET 400 Production Concepts
IET 401 Application of Industrial Management Principles
B&A 442 Production Planning and Control
B&A 443 The Management of Quality Control
IET 497 Successful Leadership Action

C. Distribution and Marketing

B&A 323 Markets and Marketing
B&A 352 Industrial Marketing
B&A 354 Sales Management
B&A 355 Advertising Management
B&A 420 Fundamentals of Retailing
B&A 463 Marketing Management
B&A 464 Marketing Problems

D. Finance

ACC 101 Principles of Accounting - Introduction I
ACC 102 Principles of Accounting - Introduction II
HEC 204 Education for Consumers
ACC 227 Principles of Accounting - Intermediate I
ACC 228 Principles of Accounting - Intermediate II
ACC 321 Cost Accounting
B&A 332 Managerial Finance
ACC 410 Auditing
ACC 422 Managerial Cost Control and Analysis
HEC 443 The Consumer in the Market
HEC 444 Family Finance
ACC 458 Principles of Accounting - Advanced
ACC 462 Accounting Information Systems and Analysis
B&A 474 Advanced Financial Management

E. Business Management

B&A 202 Legal Environment of Business
B&A 312 Administration

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B&A 329 Management Information Systems
B&A 385 Techniques of Decision Making I
B&A 386 Techniques of Decision Making II

F. Office Management

BED 197 Secretarial Accounting
BED 221 Introduction to Data Processing
BED 318 Office Management
BED 320 Records Management and Control
B&A 312 Administration
B&A 445 Wage and Salary Administration
BED 384 Systems and Procedures
BED 222 Computer Programing - RPB Disk

## C. CURRICULUM GUIDELINE FOR MASTER OF ARTS DEGREE

### COMMUNITY LEADERSHIP

The graduate program in Community Leadership provides opportunities to develop competencies in dealing with the human needs of individuals and groups. The program places emphasis on the theory and nature of community culture and its values and processes blended with dissemination techniques to better solve the problems related to neighborhood housing, education, poverty, leisure, health, etc. Special consideration is given to those groups that have had limited educational opportunity and to those individuals who are involved in social decision making.

The primary goal of the program is on developing an understanding of the process of mobilizing the resources relevant to affect both community maintenance and necessary local change. Several aspects of personal development are necessary for individuals to be able to recognize these conditions. The following general competency goals constitute the core of the program. This set of interrelated goals should develop the conceptual skills on which more specific areas of specialization could be based.

#### Degree Requirements

##### Individualized Nature of the Program

The central goal of the program is to meet the needs of the student; to do this a flexible approach, embracing a close relationship between student and advisor, coupled with a strong educational experience, is required. Therefore, little more can be formally specified beyond stating a minimum total of thirty semester hours. The competency goals and the general competency areas and an area of specialization, if one is desired by the student, are determined jointly by the student and the advisor. As a general guide a variety of courses which might meet the competency goals are provided below. Likewise, a variety of courses are listed for several specialty areas, although neither these areas nor the listed courses should be considered definitive.

I. Areas of Competency in Community Leadership.

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a community leadership concentration. These competencies are described in general terms in points A through F below.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

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1. The student may have already demonstrated the specified competency through previous career or personal experiences. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.

2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.

3. Special readings, independent studies and individual research.

4. Internship and work-study programs may be established.

A. Basic competencies in understanding the community process.

1. Cognitive awareness of the general environment of communities should be developed as well as the various component parts and the external mechanisms that support them. These include the:

a. Economic means of private and public production, consumption, and distribution of goods;

b. Social control mechanisms of the informal polity of the community as well as the formal government and its legal powers;

c. Socialization processes of education and learning;

d. Mutual aid mechanisms providing constitutent services;

e. Social participation of the population as it becomes involved in voluntary associationship and recreational activity.

2. Possible course selections:

SOC 423 Social Stratification
SOC 424 Political Sociology
SOC 431 Seminar in the Community
PSC 466 Politics and Policy in Urban Communities
EAD 467 Principles of Community Education
EAD 561 School and Community Relations
EAD 567 Administration of Community Education
GEO NEW Community Material Resources

B. Basic competencies in the critical use of empirical observations

1. Use of previously collected data should be emphasized. The student should be made aware of what resources are available and how to use them. There is a special need to facilitate the correct use of these data.

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2. Understand both the formal and informal communication structures and be able to utilize them. Course work should thus be taken that stresses the relevant channels the student would be expected to deal with in the future. Such themes as community opinion leaders and information distortio- should be emphasized.

3. Possible course selections:

JRN 404 Public Relations Techniques
SDA 406 Studies in Discussion Leadership
B&A 455 Communication and Management
SDA 460 Communication and Change: The Diffusion of Ideas and Information
PSC 466 Politics and Policy in Urban Communities
B&A 510 Methods of Business Research
PSC 510 Seminar in Public Bureaucracies and Policy Formation
EAD 561 School and Community Relations

4. Possible course selections:

PSY 409 Group Dynamics
GCE 483 Guidance in Secondary Schools
GCE 484 Guidance in Elementary Schools
GCE 532 Group Techniques in Guidance
SED 537 Mental Hygiene
B&A 548 Organizational Behavior and Change
PSY NEW Personal Awareness Seminar

II. Areas of Specialization

To develop depth in the area of Community Leadership, the student may wish to select, in consultation with his advisor a series of courses in an area of specialty. The availability of these specializations vary according to the number of students interested in a particular option in the specific location. These courses should consist of approximately half of the required minimum total of the thirty semester hours in the program. In cases of demonstrated previously obtained ability, again, only about half of the program should be considered as constituting an area of specialty. In developing a student's program, both the student and advisor must be alert to the selection of courses of a special nature which also fulfill the six general competency goals cited above.

A. Specialty in Community Services

ECO 401 Contemporary Economic Issues
HEC 401 Seminar: Sexism in America
REC 405 Administration of Recreation and Parks
SOC 407 Sociology of the Handicapped
HEC 409 Child Development: Adolescence
SOC 411 Criminology
SOC 416 Problems in Juvenile Delinquency

UEC 419 Seminar: Human Sexuality
HED 420 Public Health Administration
HEC 420 Family Housing
HED 425 Venereal Disease Workshop
HED 426 Mental Health Workshop
HED 427 Sex Education Workshop
HED 428 Smoking and Health Education Workshop
HED 429 Alcohol Education Workshop
HED 430 Drug Abuse Workshop
HED 431 School and Public Safety Workshop
SOC 431 Seminar in the Community
SOC 435 Society and Mental Illness
SOC 438 Sociology of Occupations
SOC 454 Sociology of Adolescence
EAD 467 Principles of Community Education
HEC 450 Seminar: Functions and Future of the Family
HEC 460 Readings in the Family
SOC 501 Educational Sociology
HED 526 Community and Public Health
HED 567 Administration of Community Education
EAD 570 Administration of the Elementary School
EAD 571 Administration of the Middle School
EAD 572 Administration of the Secondary School
SOC NEW Advanced Medical Sociology
SOC NEW Social Welfare

B. Day Care and Nursery School Administration

HEC 410 Seminar: Child Development
HEC 413 Readings in Child Development
HEC 414 Nutrition Work with Children
HEC 421 Seminar: Management Problems of Low Income Families
HEC 436 Occupational Field Experience
HEC 455 Seminar: Supervision and Planning of the Pre-School
HEC 458 Pre-School Administration
HEC 460 Readings in the Family

C. Specialty in Educational Administration

General Education Administration

EAD 467 Principles of Community Education
EAD 492 Workshop in Educational Administration
SOC 501 Seminar in Educational Sociology
EAD 560 Principles of Educational Administration
EAD 561 School and Community Relations
EAD 562 School and Business Administration
EAD 563 Personnel Administration
EAD 564 Public School Finance
EAD 565 School Plant: Planning, Management and Operation
EAD 566 Public School Law

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EAD 567 Administration of Community Education
EAD 569 Negotiations in Education
EAD 576 Administration of Community Colleges
EAD 580 Seminar in Educational Administration

Elementary School Administration

ELE 405 Contemporary trends in Elementary Education
EAD 492 Workshop in Educational Administration
SOC 501 Seminar in Educational Sociology
ELE 504 Supervision of Elementary School Instruction
ELE 536 Advanced Educational Psychology
EAD 560 Principles of Educational Administration
EAD 561 School and Community Relations
EAD 563 Personnel Administration
EAD 564 Public School Finance
EAD 566 Public School Law
EAD 570 Administration of Elementary Schools
EAD 571 Administration of Middle Schools
EAD 580 Seminar in Educational Administration

Secondary School Administration

EAD 492 Workshop in Educational Administration
SED 501 Jr. High School Programs and Practices
SOC 501 Seminar in Educational Sociology
SED 502 Sr. High School Programs and Practices
SED 510 History of Education
SED 541 Adolescent Psychology
SED 553 Supervision of Secondary Education
EAD 560 Principles of Educational Administration
EAD 561 School and Community Relations
EAD 564 Public School Finance
EAD 566 Public School Law
EAD 567 Administration of Community Education
EAD 571 Administration of Middle Schools
EAD 572 Secondary School Administration
EAD 580 Seminar in Educational Administration

D. Specialty in Human Dynamics in the Community Environment

JRN 404 Public Relations Techniques
SOC 407 Sociology of the Handicapped
PSY 409 Group Dynamics
SOC 411 Criminology
SOC 414 The Family
HEC 417 Seminar: Family Relations
SOC 419 Sociology of Small Groups
SOC 424 Political Sociology
PSY 427 Human Motivation
BIO 428 Population Ecology
SOC 431 Seminar in the Community

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SOC 438 Sociology of Occupations
B&A 446 Industrial Relations
B&A 455 Communication and Management
SOC 456 Studies in Social Psychology
SOC 469 Society and Sex
HST 471 American Radicalism
PSC 481 Political Behavior: Special Topics
IET 497 Special Studies: Planning and Decision Making
IET 497 Special Studies: Successful Leadership Action
B&A 548 Organizational Behavior and Change
B&A 550 Executive Leadership and Leaders
EAD 563 Personnel Administration
GEO 575 Cultural Geography: Seminar
SOC 576 Seminar in Culture and Personality
B&A 581 Administrative Problems and Practices
B&A 584 Management Development
GEO 585 Seminar in Regional Concepts
SOC NEW Advanced Urban Sociology

E. Specialty in Public Administration

JRN 400 Press and Society
ECO 401 Contemporary Economic Issues
ECO 403 Seminar in Urban Economics
JRN 404 Public Relations Techniques
ECO 410 Government and Business
PSC 411 Public Personnel Administration
PSC 415 Comparative Bureaucracies
HED 420 Public Health Administration
SOC 431 Seminar in the Community
SOC 439 Industrial Sociology
PSC 442 Politics of Modernization
B&A 445 Wage and Salary Administration
B&A 446 Industrial Relations
B&A 455 Communications and Management
ECO 460 Public Finance
PSC 464 American State Government and Administration
PSC 465 American Local Rural Government
PSC 466 Politics and Policy in Urban Communities
ECO 471 Seminar in State and Local Taxation
HST 471 American Radicalism
B&A 474 Advanced Financial Management
PSC 481 Special Topics in Political Behavior
IET 497 Special Studies: Planning and Decision Making
IET 497 Special Studies: Successful Leadership Action
PSC 510 Seminar in Public Bureaucracy and Policy Formation
PSC 511 Seminar in Comparative Public Administration
PSC 520 Seminar in American National Government
PSC 521 Seminar in the American Judicial Process
PSC 524 Seminar in American Political Parties
B&A 530 Public Policy and American Enterprise
BED 540 A Survey of Data Processing

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SED 545 Methods of Educational Research
B&A 548 Organization Behavior and Change
B&A 550 Executive Leadership and Leaders
EAD 563 Personnel Administration
PSC 564 Seminar in American State Government
PSC 565 Seminar in Local Government and Politics
B&A 575 Managerial Economics
B&A 577 Development of Management Thought
B&A 580 Quantitative Decision Making
B&A 581 Administrative Problems and Practices
B&A 584 Management Development
B&A 585 Principles of Managerial Productivity
B&A 587 Managerial Measurements and Control
B&A NEW Project Planning and Budgeting Systems
B&A NEW Manpower Administration and Planning
SOC NEW Cultural Awareness
PSC NEW Public Policy Making

F. Specialty in Recreation and Park Administration

REC 400 Issues in Recreation
REC 405 Administration of Recreation and Parks
REC 406 Seminar in Recreation and Park Administration
REC 418 Philosophy in Recreation
REC 453 Family Camping
REC 460 Outdoor Education - School Camping
REC 475 The Undergraduate Curriculum in Recreation and Parks Education
REC 500 Advanced Issues in Recreation
REC 503 Advanced Independent Readings in Recreation
REC 515 Practicum in Recreation Supervision and Administration
REC 520 Planning, Development, and Maintenance of Park and Recreation Facilities
REC 552 Outdoor Recreation
REC 553 Organized Camping
REC 554 Seminar in Recreation
REC 575 The Graduate Curriculum in Recreation and Parks Education
REC NEW Recreation in Community Organizations

G. Specialty in Urban and Regional Planning

Urban Planning

SOC 419 Sociology of Small Groups
ECO 460 Public Finance
PSC 466 Politics and Policy in Urban Communities
B&A 470 Real Estate Law
IET 497 Special Studies: Planning and Decision Making
GEO NEW Spatial Systems and Planning
GEO NEW Community Material Resources

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REC NEW Recreation in Community Organization
SOC NEW Urban Sociology
PSC NEW Public Policy Making

Regional Planning

SOC 419 Sociology of Small Groups
GEO 422 Problems in Resource Utilization
BIO 428 Population Ecology
PSC 465 American Local Rural Government
B&A 470 Real Estate Law
BIO 494 Conservation of Natural Resources
IET 497 Special Studies: Planning and Decision Making
REC 520 Planning, Development, and Maintenance of Park and Recreation Facilities
GEO NEW Spatial Systems and Planning
GEO NEW Environmental Issues in Planning

## MANAGEMENT AND SUPERVISION

The graduate program in Management and Supervision provides opportunities for breadth of education as well as for a reasonable amount of specialization. It includes courses which assure the development of a basic understanding of the principles and practices involved in the management of business and industrial firms and other organizations in the dynamic economic, social, and political environment of the world today. Students are expected to gain administrative, human relations, and technical competencies in relationship to their area of specialization.

The primary objective of the program is to prepare prospective administrators and supervisors to deal with problems of choice, complexity, and change involved in the successful management of various types of organizations in an everchanging environment. This preparation includes not only a thorough grounding in the basic fundamentals of current knowledge but also development of the ability to adapt, to initiate, and even to control change itself.

### Degree Requirements

I. Individualized Nature of the Program

The options available in the program provide numerous alternatives for the student. There are specific areas of specialization, such as finance, personnel, and industrial management, or an individualized option, all of which are designed within specified guidelines and competencies to serve the student. The manner in which these are fulfilled are determined jointly by the student and the advisor. As a general guide, a variety of courses which might meet the competency goals are provided below. Likewise, a variety of courses are listed for several specialty areas, although neither these areas nor the listed courses should be considered definitive.

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II. Areas of Competency in Management and Supervision

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a management and supervision specialization. These competencies are described in general terms in points A through C.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experiences. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.

2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.

3. Special readings, independent studies, and individual research may be arranged.

4. Internship and work-study programs may be established.

A. Basic competencies required to perform the specific tasks involved in the area of specialization.

1. Ability to use pertinent knowledge, methods, techniques, and equipment necessary to perform specific tasks in management and supervision.

2. The specific technical competencies required in the specializations and possible course selections for marketing, finance, personnel, and industrial management are stated under each specialty area. The competencies for the individualized option are designed specifically on an individual basis.

B. Basic competencies in human relation abilities in dealing with emotional and motivational development in interpersonal relations.

1. Ability to use pertinent knowledge of methods and working with and through people associated with varied business and industrial roles.

2. Ability to integrate the goals of an individual with the objectives of the organization.

3. Ability to work with other people effectively, understand them, and communicate with them.

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4. Possible course selections:

| | |
|---|---|
| IET 401 | Application of Industrial Management Principles |
| JRN 404 | Public Relations Techniques |
| SDA 406 | Studies in Discussion Leadership |
| PSY 409 | Group Dynamics |
| SOC 419 | The Sociology of Small Groups |
| SOC 431 | Seminar in the Community |
| PSY 427 | Human Motivation |
| B&A 446 | Industrial Relations |
| SDA 460 | Communication and Change: The Diffusion of Ideas and Information |
| PSC 481 | Special Topics in Political Behavior |
| B&A 548 | Organization Behavior and Change |
| IET 597 | Special Studies: Industrial Ecology |
| IET NEW | Industrial Organizations |
| PSY NEW | Industrial Psychology |

C. Basic competencies in meeting the demands of an organization for unified activity and integrative action.

1. Ability to think and act in terms of the total organizational system.

2. Ability to function in complex problem-solving situations for the purpose of attaining particular objectives related to the organization.

3. Ability to plan, program, and organize business and industrial tasks and activities.

4. Possible course selections:

| | |
|---|---|
| IET 401 | Application of Industrial Management Principles |
| IET 402 | Computer Applications in Industry |
| B&A 480 | Business Statistics |
| SED 481 | Statistics in Education |
| B&A 510 | Methods of Business Research |
| B&A 520 | Foundations of American Enterprise |
| B&A 548 | Organization Behavior and Change |
| B&A 550 | Executive Leadership and Leaders |
| B&A 581 | Administrative Problems and Practices |
| B&A 585 | Principles of Managerial Productivity |
| B&A 590 | Business Organization and Policy |
| IET 597 | Special Studies: Successful Leadership Action |

III. Area of Specialization

To develop in the area of Management and Supervision, the student may select, in consultation with his advisor, a series of courses in specialty areas of marketing, finance, personnel, or industrial

management; or an individualized option. The availability of these specializations vary according to the number of students interested in a particular option in the specific location. These courses should consist of approximately two thirds of the required minimum total of thirty semester hours in the program. In developing a student's program, both the student and advisor must be alert to the selection of courses that fulfill the general competencies as stated above.

A. Specialty in Finance

Corporation Finance

1. Inter-relationships between area of finance and all other areas in a business enterprise.

   B&A 574 Financing and Management of Corporate Assets
   B&A 578 Long Term Financial Policies
   B&A NEW Managerial Finance

2. Measurement of Financial Matters - accounting

   ACC 531 Accounting for Business Management
   B&A 574 Financing and Management of Corporate Assets
   B&A 578 Long Term Financial Policies
   B&A NEW Managerial Finance

3. Automation in finance and accounting - computer systems

   ACC 462 Accounting Information Systems and Analysis
   B&A 574 Financing and Management of Corporate Assets
   B&A NEW Managerial Finance

4. Reporting of financial matters. Reporting requirements for purposes of taxation (federal, state, local income taxes, payroll taxes, franchise taxes, property taxes, inventory taxes, etc.). Reporting requirements for SEC, stockholders, stock exchanges.

   B&A 574 Financing and Management of Corporate Assets
   B&A 578 Long Term Financial Policies
   B&A NEW Managerial Finance

Governmental Finance

1. Financial problems and approaches in local, state, and federal agencies.

2. Possible course selections:

   ECO 460 Public Finance
   ECO 471 Seminar in State and Local Taxation
   ECO NEW Money and Banking

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B. Specialty in Personnel

1. Knowledge of personnel procedures and methods in functional personnel areas such as forecasting manpower requirements, conducting wage and salary surveys or constructing employee evaluation and improvement programs.

   B&A 440 Production Management
   B&A 445 Wage and Salary Administration
   B&A 583 Business Personnel Management
   B&A 584 Management Development
   PSY NEW Industrial Psychology

2. Skill in formulating proposals covering desired personnel programs and the ability to present these in a suitable persuasive manner to top management.

   B&A 450 Business Report Writing
   B&A 455 Communication and Management
   SDA 460 Communication and Change: The Diffusion of Lines and Information

3. Skills in interpersonal and group communication. This would involve a working knowledge of semantics and the technical methods of interviewing.

   PSY 409 Group Dynamics
   SDA 460 Communication and Change: The Diffusion of Ideas and Information

4. Insight and skill in judging or assessing human qualities, needs, motivations and responses. This would include an effective understanding of the use of psychological tests, with emphasis on their administration and interpretation.

   SOC 439 Industrial Sociology
   B&A 550 Executive Leadership and Leaders

5. Possession of professional insight relative to the dynamics of individual and group behavior within organizations.

   B&A 540 Organization Behavior and Change

6. Knowledge of law governing labor relations and of the strategies involved in the negotiation of labor agreements and the handling of grievances.

   ECO 414 Labor Economics
   ECO 415 Collective Bargaining and Labor Law
   B&A 446 Industrial Relations

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C. Specialty in Marketing

1. Knowledge of Vocabulary used in marketing

   B&A NEW Marketing and Markets

2. Concept of the marketing process including the "Marketing Concept".

   B&A 563 Development of Marketing Thought

3. A concept of the interdisciplinary nature of marketing, including such areas as economics, psychology, sociology, etc.

   B&A 463 Marketing Management

4. A concept of pricing as used by various institutions in marketing.

   B&A 463 Marketing Management
   B&A 561 Marketing Strategy

5. A concept of the "marketing mix" or "strategy in marketing".

   B&A 463 Marketing Management

6. Concept of "consumer buying behavior".

   B&A 560 Seminar in Marketing Problems

7. Concept of the environment for making marketing decisions including Government and Marketing and Ethics in marketing.

D. Specialty in Industrial Management

1. Ability to use pertinent knowledge, methods, techniques necessary for the performance of specific tasks and activities in industry.

   IET 400 Production Concepts
   IET 402 Computer Applications in Industry
   IET 421 Study of American Industry
   IET 423 Field Study in Industry
   IET 597 Special Studies: Industrial Ecology

2. Ability to plan for and manage production functions and to supervise personnel performing the functions.

   IET 400 Production Concepts
   IET 401 Application of Industrial Management Principles
   IET 421 Study of American Industry

(Master's Degree)

IET 423 Field Study in Industry
B&A 440 Production Management
B&A 442 Production Planning and Control
B&A 443 The Management of Quality Control
IET 597 Special Studies: Successful Leadership Action

3. Ability to use appropriate motor skills of doing industrial tasks as well as the abstract orientations and basic frames of reference that are normally associated with the industrial environment.

IET 467 New Materials and Processes
IET 476 Numerical Control Programming
IET 478 Materials Testing
IET 482 Power Technology
IET 492 Electronics Technology

E. Specialty in Business Management

1. General knowledge of the field of quantitative analysis including basic techniques.

B&A 480 Business Statistics
B&A 580 Quantitative Decision Making
B&A 587 Managerial Measurements and Control

2. General knowledge of the use of computers.

BED 540 A Survey of Data Processing

3. General knowledge of behavior of individuals in groups, social organizations, human motivations, etc.

B&A 548 Organization Behavior and Change
PSY 409 Group Dynamics
PSY 527 Motivation and Emotion

4. General awareness of management through place in society, responsibilities, and influences on management thought.

B&A 520 Foundations of American Enterprise
B&A 530 Public Policy and American Enterprise
B&A 577 Development of Management Thought
B&A 590 Business Organizations and Policy

F. Individualized Specialty

This option allows the student to select a program, with the consent of his advisor, that allows him to attain a particular set of objectives. These objectives must be commensurate with his employer's requirement, his career aspirations, or with his past experimental or academic background.

Section X

A. FY 1974 Contract for Services Agreement

B. HUD's "University Without Walls" -- An Article by Dr. Melvin Wachs

CONTRACT FOR SERVICES

AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____ 197___, effective as of July 1, 1973, by and between THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) and Central Michigan University (CMU), a Michigan Constitutional Educational Corporation, herein defined as CMU.

WITNESSETH:

WHEREAS, The Research Corporation of the University of Hawaii has entered into a contract with the United States of America for a grant for the planning and implementation of the Comprehensive City Demonstration Program for the Model Neighborhood Areas of Kalihi-Palama and Waianae-Nanakuli, hereinafter referred to as the "MNAs," pursuant to Title I of the Demonstration Cities and Metropolitan Development Act of 1966; and

WHEREAS, in utilizing the HUD University Without Walls Program, the CMU will conduct employment-related training and education for the Honolulu Model Neighborhood Areas, residents; and

WHEREAS, the training will combine academic and on-the-job components; and

WHEREAS, The Research Corporation of the University of Hawaii and CMU desire that the educational objectives of the "University Without Walls" concept be advanced and that the goals set forth above be accomplished and enter into this Agreement for that purpose; and

WHEREAS, The Research Corporation of the University of Hawaii desires to engage an Independent Contractor with the ability to undertake the unique requirements of the project and to render certain services on a contract basis which do not admit of competition;

WHEREAS, for purposes of this contract CMU is considered to be a "Contractor" within the meaning of the definitions contained in CDA Letter Number 8, Part II dated June 1969, HUD Handbook.

NOW, THEREFORE, The parties hereto do mutually agree as follows:

A. SCOPE OF SERVICES

1. CMU shall perform but not be limited to the following services:

a. Make available the equivalent of 30 courses, each giving 3 semester hours of credit with the required size of class not to be larger than 30 students, except that CMU may allow a larger enrollment in classes where the larger size will not have a detrimental effect on the quality of instruction provided according to university standards.

b. Make available trained counselors to counsel participants on course selection, career and degree objectives, supplemental or remedial training, (subject to screening paragraph 2 a,b), and such other matters bearing on each student's individual development. In this regard, counseling shall assist participants in selecting courses which are employment oriented and which would enhance the student's chances to seek or improve employment status.

c. Make available textbooks and course materials without additional charge. Assemble and deliver to the RCUH or its representative all necessary pre-course reading materials, course outlines and other learning materials

prior to the beginning of each class.

d. Assign a program manager to be regularly present in the City of Honolulu who shall be responsible for administering the project and acting as a coordinator during the term of the contract period, and who shall operate from an established office. CMU shall bear the cost of the office operation and rental.

e. Provide each student participant in the program who completes an application for Developmental Experience with an analysis of his work and past academic record, granting academic credit as appropriate within existing standards established by CMU. Evaluation of Developmental Experience will be completed within three months of the date that all relevant data are submitted. Developmental Experience credit will be entered on official student records after the student has successfully completed 5 semester hours of course work. A minimum of 150 such analyses shall be the program goal and the maximum shall be 300 including the analyses and Developmental Experiences processed since February 1, 1972. To the extent possible all analyses shall be completed not later than January 21, 1974.

f. Furnish RCUH or its representative with grade reports on each student at the completion of each course, provided students give their consent for such reports (in accordance with CMU's Student Information Policy). In addition, furnish evaluation reports of the program at regular, agreed upon intervals.

g. If the total number of qualified participants and duly authorized auditors enrolled in any course is less than 10, to reschedule the course at a later date. If upon rescheduling, enrollment for the course is not 10 or more, CMU will schedule another mutually agreed upon course.

h. To make available 100 independent studies ( 3 sem. hrs. each) for those students who request such a study program.

i. CMU reserves the right to make all determinations relevant to academic assessment of students and their continued enrollment as degree-seeking participants in its program. Any Model Cities sponsored student may audit courses on a non-credit, non-degree earning status. Auditors who later qualify for admission to the degree program of the Institute for Personal and Career Development will have their performance in the audit considered when granting academic credit (as provided in paragraph A-1-e).

j. CMU agrees to offer the 30 courses referred to earlier (see A1a) within 12 months from July 1, 1973. In addition, independent studies shall also be completed within the time limits established for the particular type of independent study undertaken, with students encouraged to complete their work within the time limits of the contract.

k. As part of its agreement with RCUH, CMU will pay for all instructional services required under this contract and, in addition, will pay the salaries of its own Hawaii-based employees. CMU will also pay all travel and per diem costs

of all independent contractors and project staff according to CMU policy. The RCUH will not be responsible for any additional fees or charges except to the extent of the entire contract amount of $151,000.00.

1. CMU agrees to make reasonable schedule adjustments as the the release time of the student groups change and as the learning styles of the student group become more apparent.
   a. CMU agrees to designate one member of its staff to act as a regular, identifiable channel of communication and source of information with a person designated by RCUH.
2. The Research Corporation of the University of Hawaii (through the UH Manoa College of Continuing Education) shall perform, but not be limited to, the following services:
   a. Screen participants to determine their eligibility in the program with the understanding that CMU shall determine under its requirements, uniformly applied, which participants are qualified to enroll for credit and which participants, if not qualified for credit, may audit CMU courses.
   b. Provide necessary background on each program participant as required by CMU; and arrange, upon request, visits between students and supervisors.
   c. Provide classroom facilities, including any necessary audio-visual aids and equipment for the program, and arrange for necessary discussion rooms.
   d. Provide, when requested, appropriate space for student counseling, in addition to the CMU office, and schedule

students for counseling.

e. Register students and distribute course materials and course outlines well in advance of the course so that students may have an opportunity for proper preparation according to a schedule to be developed by the CMU program manager (described in paragraph 1 (d) above) and the RCUH designated member of staff who has the responsibility for administration of the program (described in paragraph 2 (i) below).

f. Collect take-home examinations, papers and other student assignments for CMU, and provide secure space for the storage of these documents.

g. Publicize regularly and in a timely manner to all MNA residents CMU course offerings and counseling services.

h. In the event that classes cannot be filled to capacity of 30 students from the MNAs, RCUH may open enrollment to other than MNA residents.

i. UH Manoa College of Continuing Education agrees to designate one staff member who shall have the responsibility for administration of the program and who shall serve as a regular identifiable channel of communication and source of information.

B. TIME FOR PERFORMANCE

The services of CMU are to commence as soon as practicable after the execution of this Contract. Such services shall be undertaken and completed in such sequence as to assure its expeditious completion in the light of the purpose of this

Contract, but in any event all of the services required hereunder shall be completed on or before June 30, 1974 except as provided in paragraph A-1-e,j.

C. COMPENSATION

The RCUH agrees to pay CMU the sum of ONE HUNDRED FIFTY-ONE THOUSAND DOLLARS ($151,000.00) as full compensation for the performance of this Contract subject to the provisions listed hereinbelow.

1. Twelve monthly payments of $11,325.00 upon receipt of invoice. It is specifically understood that these payments are considered to commence August 1, 1973 and continue on a monthly basis from that date.

2. The sum of $15,100.00 the percent (10%) of the contract payment ($151,000.00), shall be withheld and final payment of said sum shall be made with the written approval of RCUH which shall be given upon satisfactory completion of the Contract. Satisfactory completion of the Contract will be based upon the following criteria:

   a. Thirty courses will have been made available.

   b. One hundred independent studies of 3 credit hours each will have been made available.

   c. Students who have requested counseling and who have been scheduled by RCUH for counseling will have been counseled.

   d. Students who have applied for developmental experience evaluation will have had their experiences evaluated and the results of these evaluations made available to them.

e. An end-of-year report summarizing the status of all enrollees as of June 30, 1974, will have been provided.

3. Salaries of both local CMU instructional personnel and all travel and per diem costs will be covered in the above stated amount. There will be no additional charges of any nature incident to carrying out the agreed upon CMU component of CTP.

D. OTHER PROVISIONS

Attached hereto and by this reference made a part of this contract:

Exhibit A -- Special Terms and Conditions for Educational Contract (7/12/72).

Exhibit B -- Supplementary General Conditions--HUD 7050 (11-70).

Exhibit C -- Economic Stabilization Act of 1970 as amended.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be signed as of the day and year first above written.

RESEARCH CORPORATION of the UNIVERSITY OF HAWAII

BY Richard F. Gehr
Executive Director

Approved: Walter T. Lundeberg
College of Continuing Education

CENTRAL MICHIGAN UNIVERSITY

BY _____

Title President

By _____

Title Vice-President of Business and Finance

February 8, 1972

# HUD's "UNIVERSITY WITHOUT WALLS": A LITTLE PUBLICIZED EDUCATIONAL INNOVATION

Dr. Melvin W. Wachs
Senior Program Officer
Community Planning and Management
U.S. Department of Housing and Urban Development

This article is an exception to an unwritten "rule" that public agencies strive to publicize their most interesting and innovative programs --- literally before they are "off the ground." HUD initiated and has nutured an intriguing experiment in "open universities" since 1969, almost without benefit of press release. Our response was to long felt needs of Federal, State and local agencies for well-prepared professionals and paraprofessionals, and to the almost desperate pleas of the inner city minority and disadvantaged for access to those educational opportunities available to their more affluent neighbors. Ours has also been a response to the frequent criticism voiced by the academic community, students, industrial and public executives, that contrmpory universities are not "relevant" and do not prepare persons for a life's work. Indeed, the experience of Federal, State and local agencies indicates that graduates of even the most distinguished universities in many of the most "pragmatically" oriented fields of study have to be extensively retrained on-the-job.

In response to this and other educational needs, HUD sought to assist a number of institutions in the creation of a university truly "without walls." In order to achieve this goal, with advice from a host of academic and managerial consultants, HUD suggested that the best of managerial technology be combined by interested universities with the best of traditional academic practices, to produce an all-inclusive external degree system.

## Brief Program Description

Concisely put, HUD's "university without walls" project involves a highly flexible educational format, encompassing a "new" educational technology in the sense of a combination of formal instruction through intensive seminars, on-the-job training, and work experience; a very liberal and quite flexible academic mix of requirements -- credit for life and work experience, an opportunity to "challenge" the system through examinations, and other features; and the ability to literally take the university anywhere, hence "without walls", and

*This article has been prepared for the California State College system at its request.

to use the very best people as faculty, wherever they may be physically locatied, by bringing them (as well as the counselors and classes) to the students. Unlike most of the "without walls" programs now in existence, where the student must come to the university, HUD's concept is that the university is there to serve the student, and must come to him. Its service concept provides that the objective of the UWW is to provide a first-rate, relevant educational experience within the context of service. Thus, the university must provide the best in instructional technology, new materials, and the most qualified instructorial staff (whether or not they work for the university full-time is irrelevant). Personal contact is an essential, provided for through a corps of highly skilled, well trained counselors, who must also be specialists in their fields; and all must be complimented by a smoothly run, technically integrated managerial system responsive to student needs. I shall describe this concept more fully as we go along.

HUD's approach to teaching technology involves literally bringing the university to the student. The traditional concept of a university has it fixed in geographic site, in faculty, in approach to educational technology and in transferability of educational and social institutions. HUD's program moves the classes to the student body, wherever they may be; provides a teaching technology suited to inservice hours and work requirements (intensive one week, or three day - two day sessions, plus readings, assignments and course outlines offered far in advance); curricula pragmatically tailored to the needs of students and agencies with both general theoretical exposure and highly work oriented programs of education; equivalency examinations, and recognition of work experience credited towards a degree or certification goal; complete compatability and exchange of credit with every other university or institution in the system, including a network of consortia nationwide; accreditation of certain university-level training experiences the individual may have had through Federal, State, local or private sources; highly trained counselors with regular visitations; university-agency liaison; special on-the-job work study programs; tutorial and research work done in the agency environment; team and individual teaching done by the best qualified instructors drawn from universities, government agencies, professional associations, the private sector; special audio-visual materials, and timely, newly developed readings; programmed learning and tele-teaching techniques; and other features. About 12,000 students will be enrolled in this project nation and worldwide by June, 1972.

Educational Approach

I have said that HUD and its advisors suggested use of the best of the past in a new approach to educational technology, and we have sought to revive long successful experiences in traditional education. We have sought, for instance, revival of the long held but recently little acknowledged tenet that what an individual already knows

through life and work experience, and/or forms of training and education other than those derived from formal courses at academic institutions, can be worthy, meaningful, and substitute in whole or in part for rigidly defined course work. American higher education has succumbed to the fetish that one cannot be educated without subscription to formal coursework, administered by a certified faculty member, although for centuries it has been possible to defend one's higher degree by examination at many of the great universities of the world, such as the Sorbonne and Oxbridge!

Universities participating in HUD's program have sought the advice of many of the most distinguished academics and practitioners in scores of occupational fields to assist them in rendering judgements as to how much practical experience at what levels might substitute for how much, and what kinds, of academic work. For example, assume that a recent enrollee had never taken formal training of any kind in financial management, but now sought to round-out and pursue studies in that field, and seek a BA in Public Administration.

Through our intensive counseling process this student (an actual case among thousands), who had worked in a local governmental unit's budget and finance office for five years, was counseled in depth by a highly trained counselor. His work record was examined in detail, to determine how much actual knowledge he had of public finance, auditing, accounting, and administration, so that formal course work could be relinquished in favor of acknowledgement of life experience. The counselor also analysed non-university training experiences the student had undertaken (such as workshops in municipal finance, orientation sessions run by consultants and state, local and Federal governmental units, institutes run by local universities and junior colleges, and so forth), in terms of academic content. The counselor also met in joint session with the student's direct supervisor, to review the real range of his responsibilities and experiences. This student received sixty semester hour equivalants towards his BA degree, or about half his formal course training experience requirement. The range offered by participating institutions has been from six to ninety hours for the BA, and up to half of graduate degree requirements.

On the basis of this analysis, further butressed by guidance tables with respect to level and field of experience supplied the counselor by distinguished professionals and professional organizations in each field, the counselor arrives at a mutual assessment of the student's present level of knowledge and ability. On this basis, he tentatively awards a "credit equivalent" for life and work experience. This equivalent might be further tested, if the counselor and/or specialist(s) in the student's field wish to do so, by submission of a formal paper, and/or by oral and/or written examinations. The formal credit equivalent, by the way, is not recorded automatically on a student's transcript by the university. Students must demonstrate their level of ability by taking formal courses, by examinations, and/or by work study experiences at the higher level of competence and knowledge accredited through counselling before a transcript credit release is authorized by the counselor.

Students also have access to advanced accreditation in the already widespread CLEP system, which we find highly academic in approach and limited in applicability to traditional academic subject matter, but none-the-less a "start". There is another tailor-made "CLEP" system available to participants in our program: "Challenge Examinations." These exams are reversions to an almost forgotten academic past, to the time when students did not have to attend formal courses (attendance was never taken) and could prove themselves, (as they still do by the thousands at the University of London or the Sorbonne) by examination alone. In certain universities in HUD's system, students may elect to demonstrate their mastery of any subject field, any subject, or even any degree, through an examination conceived for them by academics and specialists in the field, and administered at their behest and on a schedule convenient to them.

All recommended work/study and formal courses must, of course, be fit into some sort of curriculum or course of study focused on an educational objective. HUD's approach to this requirement has been systematic in development, yet flexible in application.

As a former academic, I well remember the annual departmental and college curriculum committee agony sessions, and the weary months spent in meetings discussing what requirements should be invoked for graduation. We few faculty gathered about the table, even less of us possessed of extensive life rather than teaching experience in our fields of specialization, to decide that every student graduating from our institution needed Stat 101 (because "statistics are good and useful,") or Gov. 103 (because "everyone should know about government,") and on and on. At times, we were rarely if ever cognizant of the real needs of the world outside our meeting room for trained individuals in our fields, and what ingredients could be added to the academic course "mix" to fulfill the recipe to meet those needs. More often than not, we were unconciously preparing students not for an outside job but for potential future university faculty membership.

HUD has established a self-operative, voluntary, cooperative system, with professionals and professional societies, to help overcome the limitations of inhouse faculty in determining life-related educational needs, and in planning life related curricula. In about twenty fields, participating universities and HUD have worked with panels of highly qualified practicioners drawn from government and industry, and with scores of leaders from academia, in creating new and relevant curricula. We have in these and other fields even gone so far as to design complete courses, list suggested readings, suggest how to apportion "eyeball" classroom and study time in each course, and relate the whole to a new dimension of flow of study through work, classroom exposure, tutorial and other kinds of educational experiences. The curricula are then modified even further, as applicable, in counselor, student and supervisor conferences. This technique could easily be adopted by universities as a sine qua non in curricular planning.

I noted that HUD's program incorporates as an enormously important facet, work experience. Since our objective was to provide a form of what has in recent years been referred to as "continuing education" for those already in or about to enter jobs, we sought to make education an important part of a student's work, and vice versa. That is one of the reasons why supervisors are usually counseled along with students. Thus a student together with his or her supervisor will work out with a counselor, faculty member, and/or academic specialist, a program that combines reading and tutorial experiences and work assignments. He will be judged by the totality of his product, against a clearly defined educational objective in his field, set by counselor, faculty, supervisor, and student. His work/study program (not internship, please!) will be intensive, and may also yield a better immediate work product to his agency as a bonus.

Teaching Technology

Aside from work/study, tutorial, challenge examination, assessment of life and work experience, and other "proofs of the pudding," there is also formal learning garbed in a less traditional guise. With the basic objective of fitting learning to needs of the student rather than to the cycle of the seasons, we have divorced our academic structure of formal learning experiences from harvests and holidays. Since our students do not, as in contemporary academic scheduling hangovers from a rural society, need to take off summers to assist Dad in the harvest, nor require education in fifteen week batches, we have eliminated (except for record keeping purposes) semester systems and vacation gaps. Classes are held whenever and wherever they are needed. We have also eliminated the fetish of classroom "eyeball contact hours." How faculty have for decades bemoaned the "eyeball" timekeeper method, yet done nothing about it! HUD's associated universities have organized their classes in a different manner. Some are in intensive, dawn till dusk, week long experiences, with readings, assignments, and complete course outlines sent to students six to eight weeks in advance. Others are fit around specialized student schedules -- e.g. , two days of intensive work with two or three days again, held several weeks later. There is even, for example, one series of classes organized by a participating university for Strategic Air Command crews down in the silos of the Midwest (not HUD students,) two days on and two days off, to accomodate to the missle commands job assignment needs.

HUD's "University Without Walls" associates do not ask students to drag off to class weekly after a long day's work from 7 to 9 pm on the thesis that sixteen weeks are needed in all cases to learn, and that is that. Rather, students are released from the job to take formal training, and go back to work with the fruits of knowledge and exposure the next Monday, or Wednesday, or whatever. The results are oftimes amazing for information, approaches, and even theories, are almost immediately applied to job and life situations.

This system has also permitted our university associates to organize and run classes in an entirely different manner than in the past. They have, for example, set up "track" courses -- e.g., at different academic levels of sophistication with the more advanced assisting the less advanced to learn, while reinforcing their own experiences. This teaching technology has also made it possible for participating institutions to utilize the very best faculty that can be found anywhere -- meant literally, for they may be brought from all parts of the nation and may be career academics, agency and/or private sector people, with high qualifications. To teach, one need only spare a complete week off the job, rather than four to twelve months. Preparation time and followup, while very very intensive, are usually done at home. Participating universities are also able to pay visiting professors at about double the going rate for contemporary "big university" continuing education expenses because the programs are self-reimburseable. HUD has also begun a project designed to radically change the nature of traditional correspondence instruction, so that its "University Without Walls" may reach clientele with first-rate study materials anywhere in the nation, in situations where actual physical classes are not practical. Individual student learning packages (instead of the traditional series of readings and questions followed by an examination) will include lectures recorded on easy-to-use tape cassettes; tape-slide presentations (cheaply made for the individual student, more complex for agency use;) videotapes and movies for agencies. HUD anticipates that this approach will make undergraduate instruction available at low cost to thousands of State-local personnel, and will have particular appeal to minority and disadvantaged persons wishing to enter public employment. Special orientation sessions have been designed to train students, supervisors and employee development staff in use of the new programs.

The UWW and Local Educational Needs

HUD is also arranging complete educational programs with jurisdictions, literally transporting its "Universities Without Walls" physically to them to serve their total range of needs for staff training. Involved are Urban Renewal, Model Cities, Housing, Planning, Codes, administrative and other HUD related agencies. When feasible, local school systems, police, public health and other affiliated agencies in the jurisdiction have joined the total program using PHS, Justice, OE and other available Federal funds, plus local supplementation and even student derived prorata contributions. Federal agencies have also adopted HUD's "University Without Walls" technology and programs for internal staff training purposes, and HUD is cooperating with the Bureau of Training of the U.S. Civil Service Commission. We soon expect to add a television teaching series designed to bring instruction to blocs of individuals in a geographic area, coupled with learning packages and "challenge" systems; assistance to elementary and secondary school teachers and school systems in training teachers to incorporate urban related materials in students' curricula at these levels; new and innovative materials to assist university faculty in revitalizing curricula and courses in HUD related areas of

interest, drawn from materials incorporated in HUD programs.

Our program has been accepted everywhere it has been introduced, even in situations where local universities were many in number, long on tenure, and significant in size and strength. Local authorities have been the prime movers, even in the latter situation, requesting aid from HUD in establishing a "university without walls." We conclude, on the basis of local requests and analysis, that the reason why HUD's UWW is so much wanted is basically because there exists a void in higher education -- a gap that traditional institutions do not and cannot fill through contemporary management and educational policies. We have also assisted in establishing complete "universities without campuses," if you will, in towns and cities where none existed. In many instances these new programs range from arts associate to masters, or even PhD degree levels.

We have been continually amazed at the rapid spread of our UWW program. It is now available in one form or another in about twenty states, and in dozens of metropolitan areas. The military have adopted it on scores of bases, and it is open to servicemen in the Far East, Europe, Africa and Latin America. Many of the military programs, all paid for by the Department of Defense or the Veterans' Administration (not HUD), are meshed with local programs involving urban educational needs of nearby communities.

I do not want to leave the impression that all of the students are government employees or military people. We have not as of this time encouraged our associates to go beyond our immediate Federal, State and local educational needs. But in the course of implementing the program, hundreds of housewives, businessmen, employees of local banks and corporations and just plain "men in the street" have enrolled, eager to advance their education. We even have a small number of old-fashioned, "green behind the ears" twenty-year-old full time students.

We follow with great interest the other UWW projects that seem to incorporate a bit of the HUD system (or do we incorporate a portion of their goals and organization?) such as the State University of New York residential centers system, combining a limited approach to off campus education with a liberalized curriculum; the bold and interesting new Minnesota experiment, literally a "university without campus," and in some respects apparently a bit like our UWW system; the interesting, campus-based Union of Experimental Colleges system, funded by the Office of Education and the Ford Foundation; and the many, many scattered responses. During the past two years we have communicated with about 300 institutions at their request, about our program. About 120 have indicated that they would like to actually try to do it, and about thirty have really had a go at it. Thus far HUD has limited its full support only to those that have gotten through the developmental stages. It is interesting to note that our system can be set up and put in full operation for an outlay of under $10,000, none of which HUD pays. We are willing to assist most interested parties, and have done so regularly. The system is

rather fully set forth in practice and experience, although not in detail on paper. It must be adopted and adapted to each university's needs, and each institution's capacity to respond.

The Managerial System

In order to make the academic system "go" HUD suggests that interested schools set up an entirely new and different management system. We have found the old, emplaced system too cumbersome. It is not student-oriented ( it tends to serve its natural clientele, faculty and administration,) cannot cope with the new educational situation, and does not respond rapidly enough. Our suggested system is simple in concept, although quite sophisticated in detail and difficult in some respects in implementation. The entire program, despite its intricacies, can be and has been set up from start to finish in as little as three to four months. The lengthy and agonizing (and many say, wasted) "developmental period" so traditional to academe is dispensed with, and the institution is in business with a "UWW" without delay.

Through our suggested system about fifteen administrative employees can actually run a UWW program for as many as 6,000 students at widely scattered locations. If the locations are too scattered, of course, enough time will be consumed in staff travel to require additional people. The keyman is the Director, who reports directly to the Provost, President, or Chancellor of the institution. His is a role with completely delegated authority -- to run programs, to admit students (we do not suggest that admissions be referred back to the regular Registrar and Admissions staff for processing,) to contract, and so forth. He in effect runs a miniature university, and perhaps even in some cases a multiversity. Under him may be an Associate or Deputy Director for Program Development. This is not the university job so often termed "Development," which is a euphemism for dollar-getting. Dollars in the form of students and contracts seem to flow the way of successful UWW projects. This man actually develops and carries programs to completion, with the aid of the third administrative cog -- the Program Manager.

The keyman in the system at delivery level, is the Program Manager or Program Coordinator -- an adaption of the familiar and successful industrial technique. This man is fully responsible to the director for full delivery of academic, counseling, records, materials and other components of the educational product to the user onsite -- students and agencies. The manager sees to it that each project runs smoothly, that course scheduling and counseling sessions take place, that books and library loan resources are promptly delivered, and that all clientele needs are satisfied. He is an expediter and a coordinator, serving students, administrators, and faculty through scheduling, selection accreditation, briefing, and evaluation. We suggest that the Program Manager is paralleled by the industrial systems engineer who coordinates all phases of an intricate project, and has full responsibility for seeing to it that the system ticks along,

producing a complete product at the end of the assembly line.

In addition to these positions, other major components include a complete, internalized financial management system apart from the university's (although it may be successfully managed by a good university system, with computer base) to handle the myriad of incoming and outgoing invoices, payments, and so forth which come in a steady flow at all times, since there is no semester system; a complete book and material ordering and assembly operation, which works at a steady pace (some of the UWW programs already run as many as 350 formal courses per year,) since university bookstores are ill-equipped to do this job; a multi-media center, which can be set up to produce learning packages and run for as little as $200,000 per year (packages can be produced, ready for the printer, for about $3,500;) a course scheduling and instructor briefing operation working closely with the program managers; a liaison man who works with the professional interest groups and advisors, and with campus; an external, university-based faculty committee, representing the faculty organization (most often the Senate) and having delegated powers to accredit courses, visiting faculty, and curricula, and to evaluate and report back to the institution; a corps of counselors, almost always part-time (they are paid by the day, with expenses,) drawn from the university, professional societies, agencies and other sources, who are highly trained in a unique system that is the heart of the personal contact portion of the UWW system; and a registrar-information system "honcho" who tends the elaborate data system, files, and takes care of liaison with the campus registrar and admission office. There may also be a few more part-time aides, generally local people at remote locations who assist in a sort of program manager capacity. That is all. But it is not as simple as it seems. In the proper administration lies the heart of the delivery system, once the rigorous, academic ground-rules are complied with.

## Consortia and Costs

The academic ground-rules should be considered at this point. All HUD sponsored projects are fully accredited, and have run the full gamut of internal university committees, departments, faculty organizations, and so forth. All are approved by their respective State and institutional trustees and administration, and by the regional groups accrediting the institutions themselves. Most at this stage have been fully inspected by the accrediting agencies, and received highest marks for content and innovation. I have not yet mentioned consortia schools. Unlike most academic consortia (usually loose confederative relationships,) we ask that schools cooperating in our UWW projects sign legally binding agreements to <u>fully</u> recognize all offerings and credits, mutually, within the UWW program, and to cooperate in a dozen ways, including exchange of faculty, counseling, records, materials etc. It is a very tight academic relationship, operating to the benefit of the student. About forty-five institutions are now in consortia in our program.

Finances are another interesting area. I noted earlier that HUD has never paid for developmental costs. They are usually quite small, and recouped in a properly run project in a short time. The only usual fees are a small registration fee; fees for assessment of life and work experience, on a sliding scale; a per hour credit registration fee ranging from $25-$60, covering all expenses of counseling and program operation; and examination and matriculation fees; that is it. In a properly run program, the institution should be able to make a nice "excess of income over expenditure," which we suggest it plow back into improving the program.

The reason developmental costs can be so low is that the base system is already developed and in operation, and a university can adopt it en toto if it wishes to do so. The basic investment is manhours spent acquainting staff with the details (and they are considerable,) and an outlay of time setting it in place. There is a very real economy of scale, which can be realized through volume. Unlike most educational systems, the more people HUD's UWW serves, the less expensive the per unit cost. There is a point of diminishing scale, but we have not reached it yet, since none of the units in our program has expanded beyond 6000 students.

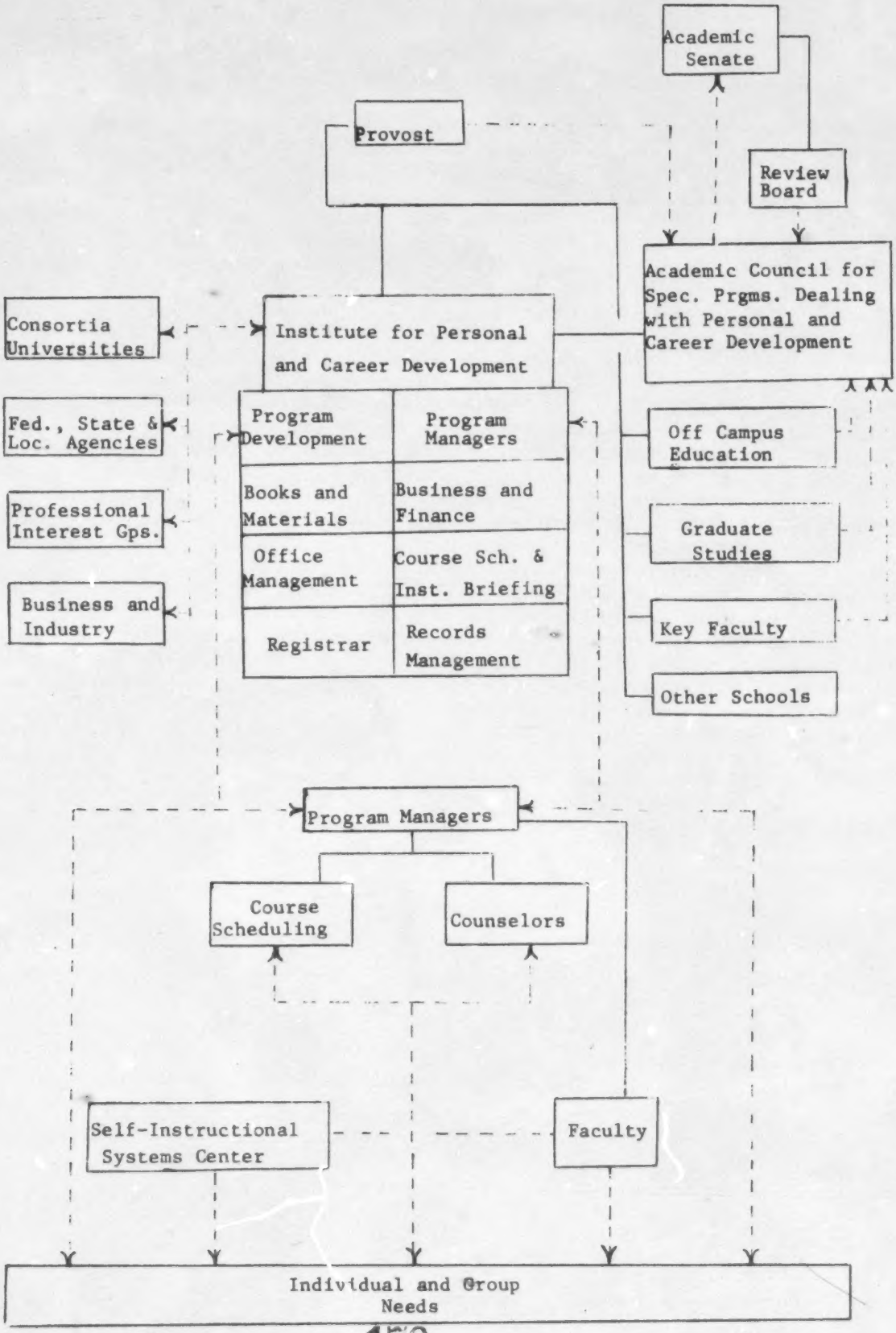
Principal costs are administrative, for the faculty is engaged on a course-by-course basis, and counselors are engaged on call. This arrangement removes the necessity for substantial overhead in space and utilities, personnel management costs, and other fixed outlays relative to staff; it also permits great flexibility in selection, retention and rejection of personnel on the basis of performance. Despite the best screening procedures, non-performers always crop up. Since there is no tenure, the UWW university is not saddled with faculty who cannot teach, nor counselors who cannot counsel. Since there are no buildings and grounds to maintain, all non-instructional outlays are basically for administrative staff, travel, supplies, and communications. I do not think that it is necessary at this point to delve further into administrative details of the project. They are available to any who ask, albeit verbally. There is also a realtime evaluation system I have not begun to describe because of space limitations.

Recapitualtion

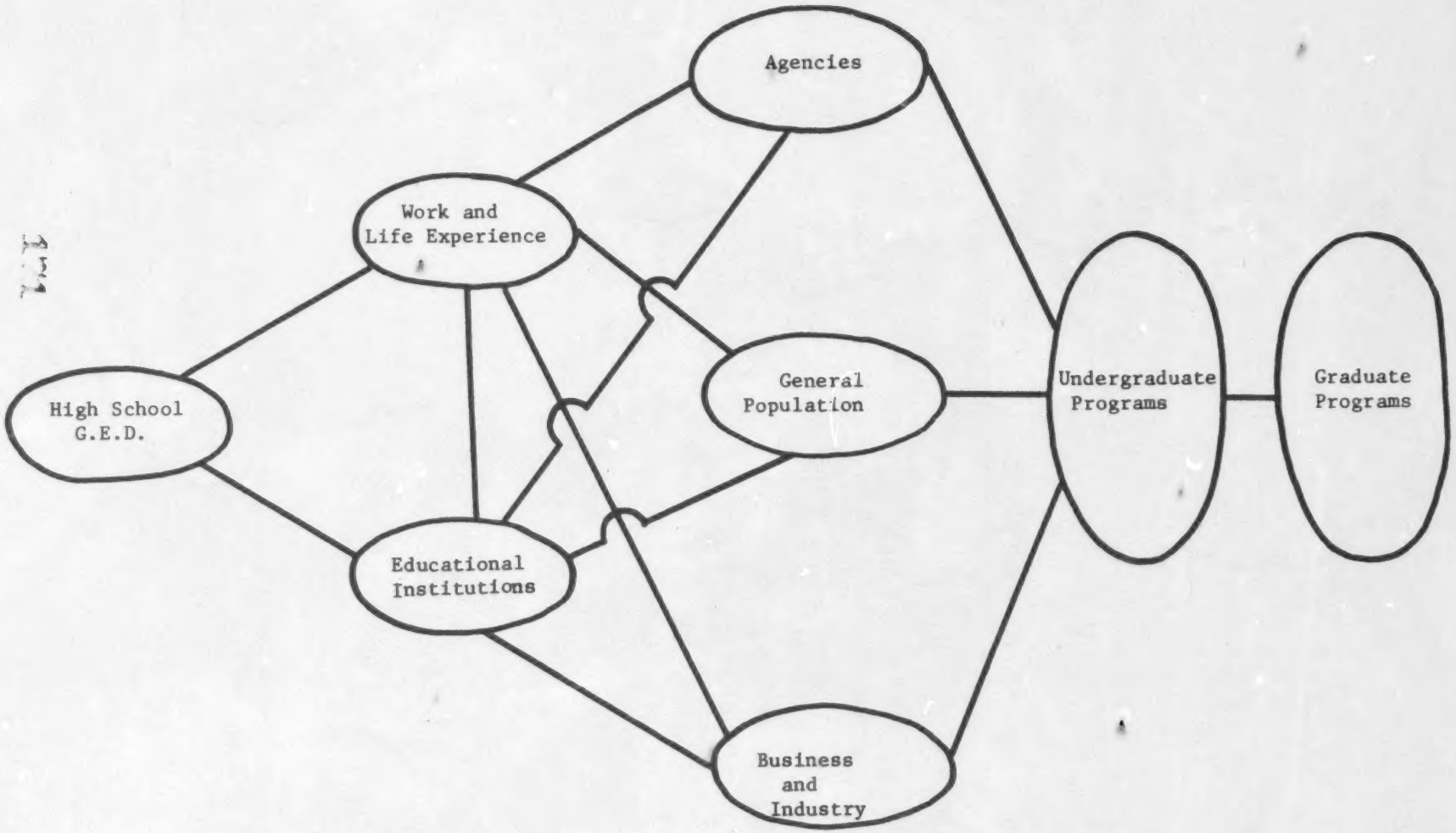
To summarize, HUD's suggested UWW system involves a highly flexible academic program which can be delivered, with a high quality faculty and intensive, individualized and regular counseling services anywhere. This academic mix recognizes the individual's growth; relates closely to employment situations through work/study and other features (such as technical assistance to agencies, and to urban school systems, which we have not even touched upon;) and provides remedial assistance to those who have reading and learning difficulties. The entire program is delivered onsite through a streamlined educational management system, unusual in its compactness and basic simplicity.

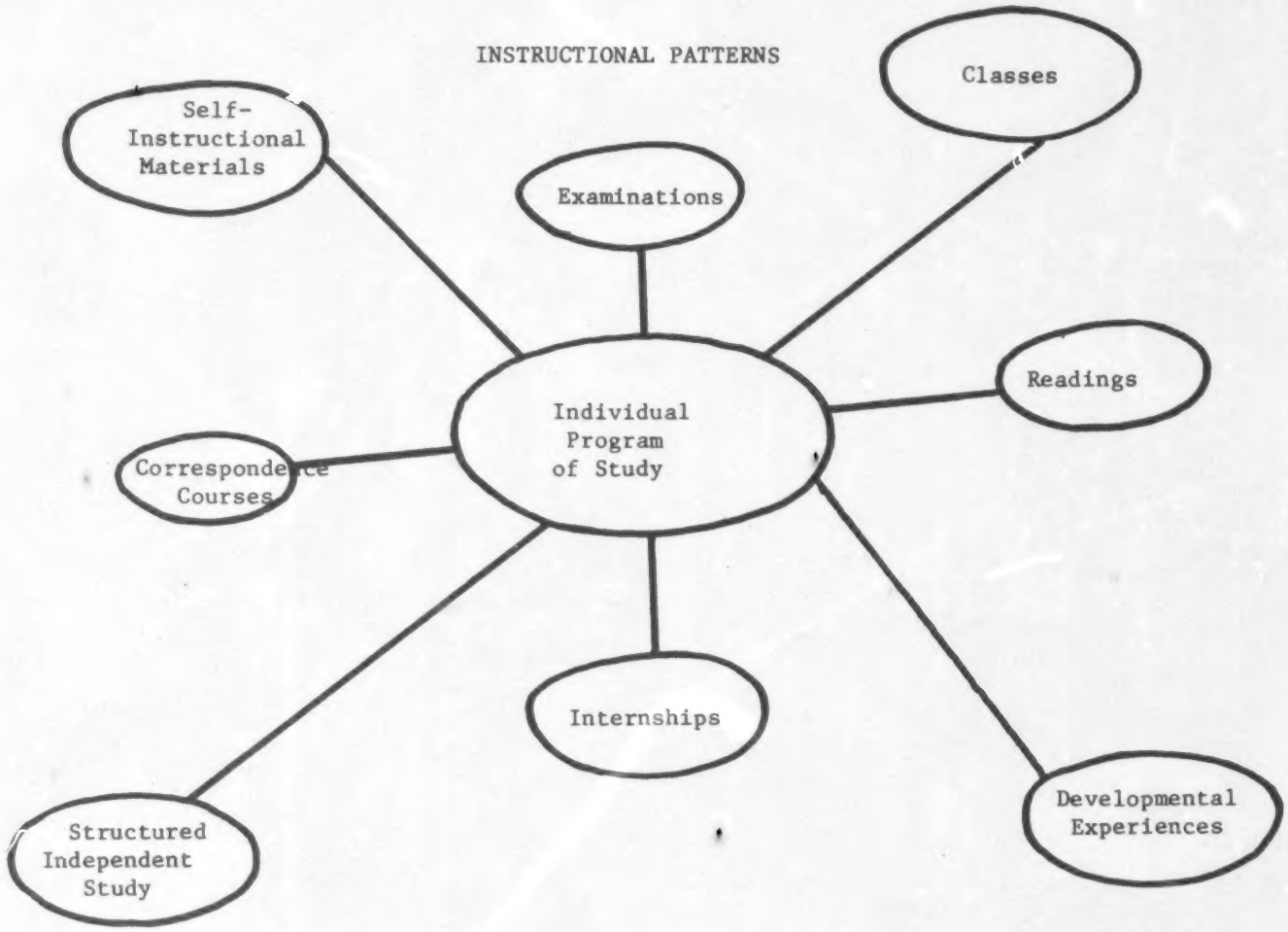
It does not provide a "community of scholars," and it has all the disadvantages of a university without a campus. So much has been written and voiced extolling UWW systems that we should not lose sight of their disadvantages as well as their advantages. It is not my purpose in this article to note their disadvantages. I shall only note the fact that there are about 1300 universities and colleges with campuses in the nation and only a few without. The advantages will, we hope, long remain. No one need fear their eclipse; we can only strive to increase their advantages and decrease their disadvantages, taking advantage of the best, modifying and discarding the worst and weakest.

As I noted in my introductory paragraph, we have not sought to advertise our program as others have, simply to inform those who wish to know about it. HUD will be pleased to give details to whomever inquires. The universities who have participated as major institutions in our program in the past, or who are now participating, include: Tulsa, Southern Illinois (Edwardsville,) Oklahoma, Detroit, Shaw College at Detroit, Northern Colorado, and Central Michigan. The largest programs by July 1, 1972 will be operated by Colorado, Oklahoma and Central Michigan. Oklahoma's program is by far the oldest (set up in 1964,) and is the most traditional academically. It is academically, however, a fine one. Northern Colorado's is academically much more current, and during the first year of operation incorporated a total, university-run program. It has been contracted out by the University to a non-profit subsidiary of a profit making consulting firm, the latter having established a total management subcontract with its non-profit subsidiary. The Central Michigan program, although a new one, promises to be the most flexible managerially of the lot, and the most wide ranging and promising from an academic point of view. We wish them and the others now "in the mill" well, and we salute their contributions to meeting the educational needs of urban America.

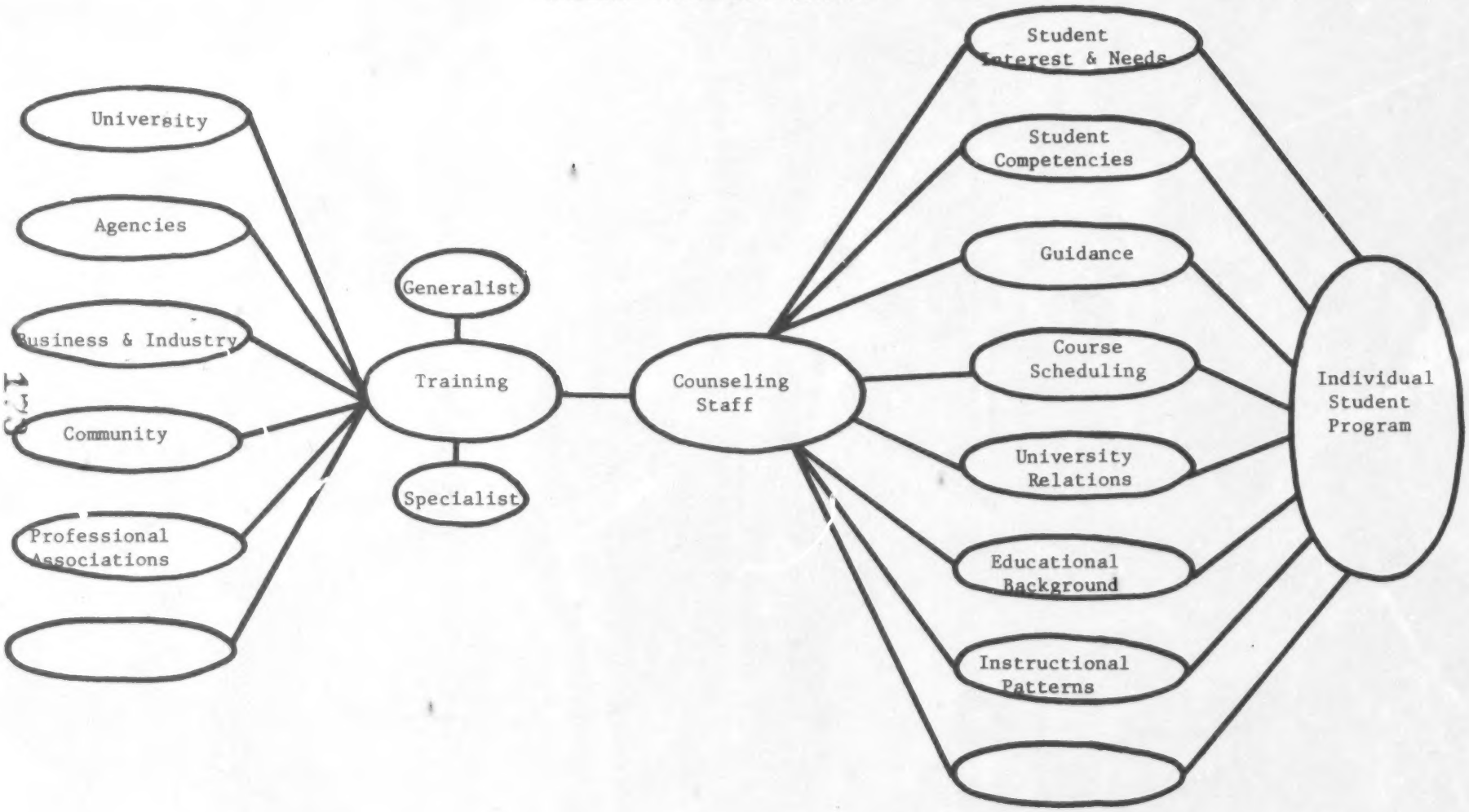



ORGANIZATIONAL FRAMEWORK

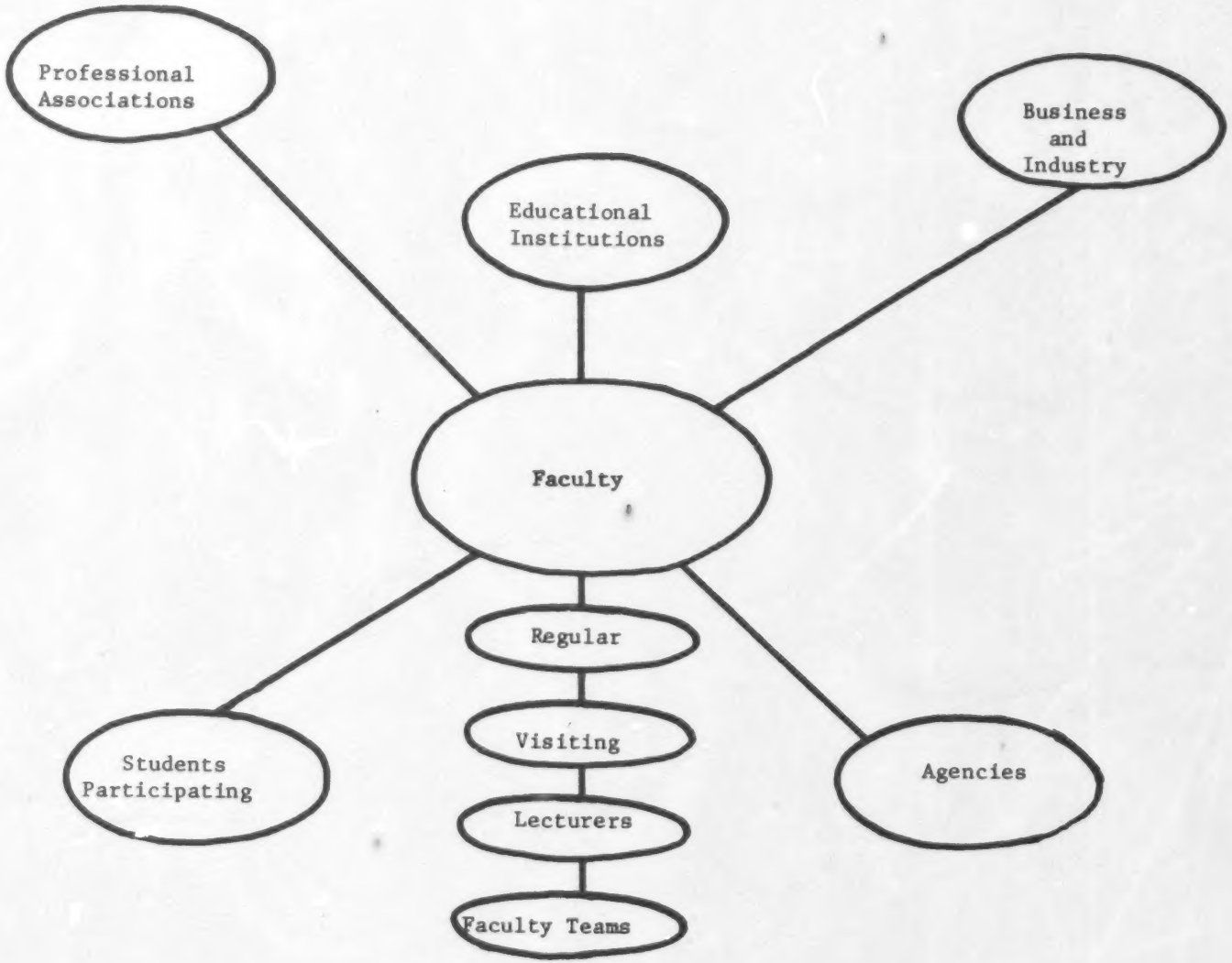

STUDENTS
Agencies
Work and Life Experience
High School G.E.D.
General Population
Undergraduate Programs
Graduate Programs
Educational Institutions
Business and Industry


INSTRUCTIONAL PATTERNS
Classes
Self-Instructional Materials
Examinations
Readings
Individual Program of Study
Correspondence Courses
Internships
Structured Independent Study
Developmental Experiences

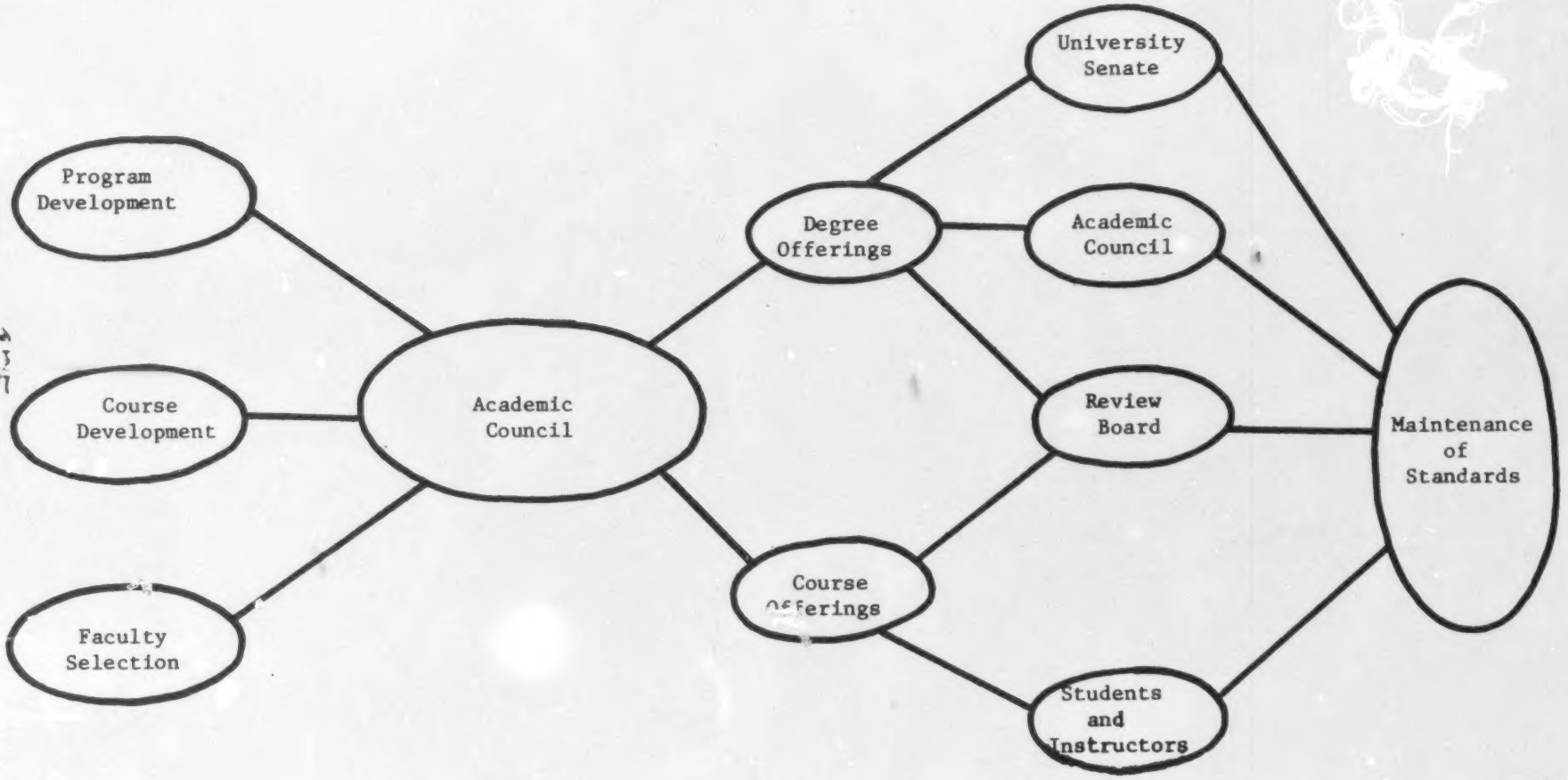
ACADEMIC CONSELING CONTINUUM

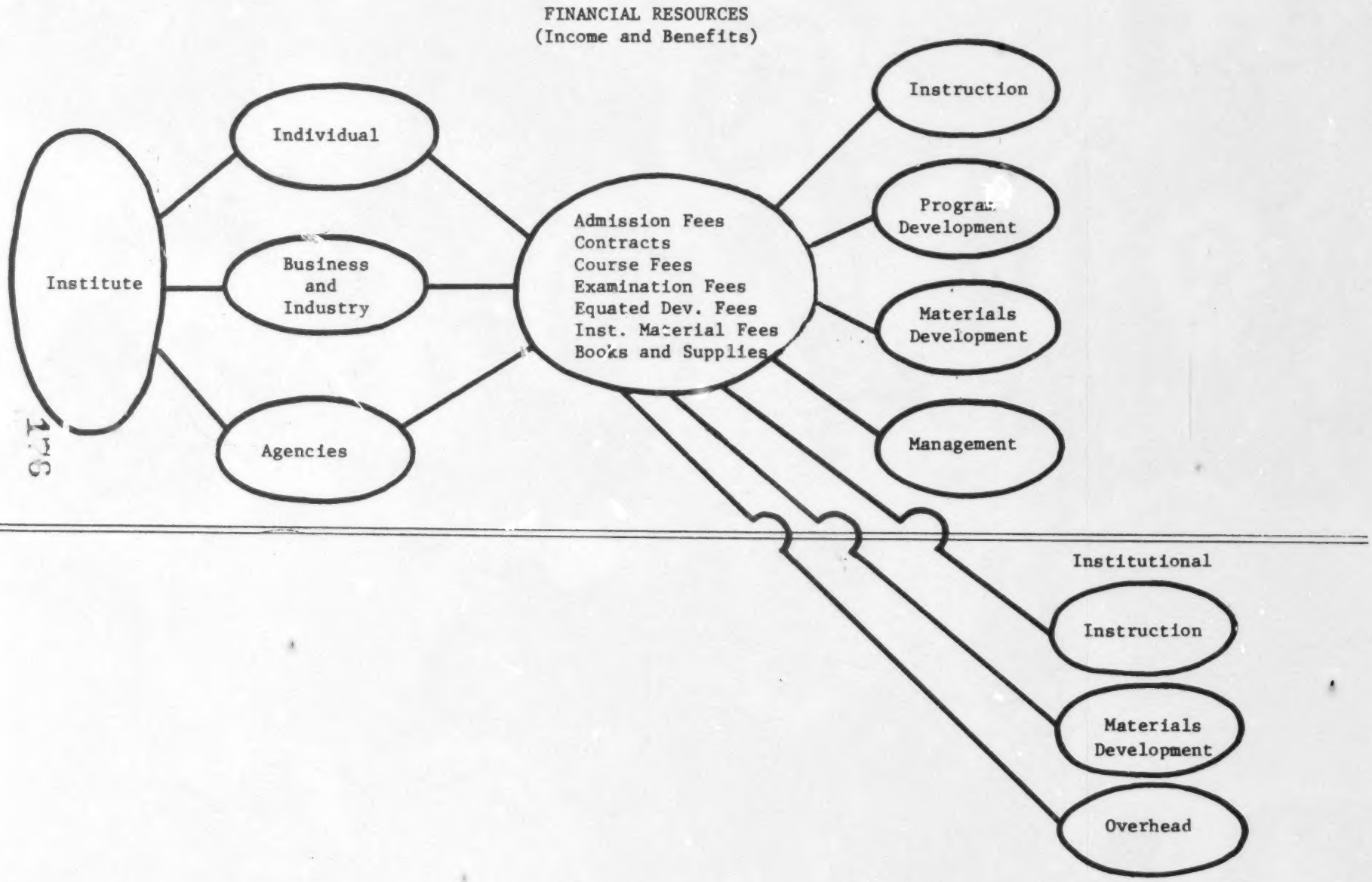


FACULTY


Professional Associations
Educational Institutions
Business and Industry
Faculty
Regular
Visiting
Lecturers
Faculty Teams
Students Participating
Agencies

REVIEW AND EVALUATION




FINANCIAL RESOURCES
(Income and Benefits)
Institute
Individual
Business and Industry
Agencies
Admission Fees
Contracts
Course Fees
Examination Fees
Equated Dev. Fees
Inst. Material Fees
Books and Supplies
Instruction
Program Development
Materials Development
Management
Institutional
Instruction
Materials Development
Overhead